

child study

A quarterly journal of parent education

Fall 1956

Greetings to S.M.G.

Benjamin Spock, M.D. 2

The seeds of a new spirit

Lawrence S. Kubie, M.D. 3

What is a parent educator?

Ernest G. Osborne 4

Is parent education necessary?

Lawrence K. Frank 10

Sidonie Matsner Gruenberg
and the Child Study Association

Aline B. Auerbach
Josette Frank
Anna W. M. Wolf 16

Parents' ideals in a world of shifting values

Gunnar Dybwad 25

Book Reviews 32

New books about parenthood and family life 38

Latin America in books for boys and girls 41

From a counselor's notebook 44

Index to volume XXXIII 47

Sixty-five cents a copy Vol. XXXIII, No. 4 \$2.50 a Year

EDITOR: Margaret C. Dawson. EDITORIAL BOARD: Aline B. Auerbach, Elizabeth Bradley, Gunnar Dybwad, Pauline Evans, Josette Frank, Sidonie Matsner Gruenberg, Bernadine Kreis, Elizabeth Pope, Anna W. M. Wolf. BUSINESS MANAGER: Ruth R. Ohman.

Every issue of CHILD STUDY is completely indexed in the Education Index.

CHILD STUDY re-entered as second-class matter September 19, 1947, at the Post Office at New York, N. Y., under the act of March 3, 1879. Copyright 1952, by Child Study Association of America, Inc. Published by the Child Study Association, 132 East 74th Street, New York 21, N. Y. Quarterly in Fall, Winter, Spring, and Summer issues. 65 cents a copy. \$2.50 a year. \$4.50 for two years, \$6.00 for three years. Add 25 cents annually for all foreign subscriptions.

Instead of our regular By-line column, the editors would like to use this space to say what a pleasure it has been to prepare this special issue in honor of Sidonie Gruenberg, and how much we hope her friends, friends of the Association, and all those interested in parent education will enjoy reading it. As for the contributors — Dr. Spock, Dr. Kubie, Mr. Frank and Dr. Osborne are literally too well known to readers of this magazine to need further introduction. Together with Dr. Gunnar Dybwad, CSAA Director, and three long-time members of the staff, Aline B. Auerbach, Josette Frank and Anna W. M. Wolf, they have shown in their articles how far reaching Mrs. Gruenberg's work has been. Thus a personal tribute becomes at once the history of a movement and of an organization, and also a comment on the trends and challenges confronting that movement today. This, then, is not only a bit of history, but a forward look—as Mrs. Gruenberg would certainly want it to be.



To Sidonie Matsner Gruenberg . . .

a salute, on her seventy-fifth birthday, from the organization
she led and developed, and from friends who know
the value and lasting influence of her work

Many happy returns, Sidonie. You deserve them all. You
built an organization that has led a movement. You so inspired
it that it continues to forge ahead. Through it,
you have taught thousands of us to do our jobs better. In
one way or another, you have helped
millions of parents to enjoy their children more,
and children to enjoy their parents. If all who are indebted to
you knew about your birthday, you would be bowled over by our cry,
Happy birthday, Sidonie!

Benjamin Shoche

The seeds of a new spirit

By Lawrence S. Kubie

ONCE in a great while, someone comes along with the courage to become an explorer of uncharted seas, intent on reaching new and unanticipated shores, driven by a spiritual unrest, by moral indignation, by an unwillingness to accept even time-honored limitations of the status quo. Sidonie Matsner Gruenberg has been such an explorer all her life. Today it is hard for us even to feel again the attitudes towards childhood and towards the bringing up of children which were the unchallenged assumptions of our culture in the days when the Child Study Association of America was founded. These assumptions were that all human beings could be wise parents simply by virtue of being born, that if a child "went wrong," or got into trouble or developed neurotic difficulties, it was due to his own wrong-headedness. The attitude of his parents was one of self-righteous and moralistic indignation. Of course there were individuals who diverged from this pattern; but this attitude was culturally accepted and supported. The banner of parenthood was: "What have I ever done to deserve a brat like that?" Today the banner of parenthood is a sober, humble, thoughtful, self-searching spirit of inquiry, expressed in the words: "What have I done?"—or else, "What could I have done better,"—or else, "How could I have stepped in earlier to correct the consequences of those stresses which I could not prevent?" These phrases mark progressive milestones in a cultural revolution, the full measure of which we have only begun to perceive.

No revolution occurs because of any one person or because of any one influence. Many streams must converge to produce it. The fountainhead was Freud. But after him came key people who, long before his insights were widely understood, had the courage to decide to move in this new direction.

Sidonie Matsner Gruenberg must at some moment have decided that the complacency of the past could no longer be tolerated, and that even before their infants were born, the young parents of her era must be given an opportunity to anticipate the problems of infancy and childhood by pooling their experiences in the search for healthier childhood, less ridden by the neuroses of the past. It was her determination also to seek ways to resolve early neurotic difficulties, so that they would not in the future which she envisaged leave distorting scars in the personality of the adult as they have done throughout the generations.

It is not an accident that the organization which she headed was called the *Child Study Association*. It was not called *Child Care* or *Child Rescue*, or *Child Education* or *Child Treatment*. It did not pretend to know any

answers. It recognized, rather, that just as medicine must diagnose before it can cure or prevent, so in the field of child care we must acknowledge the ubiquitous presence of the process of illness before we can strive for health. The Child Study Association exists to remind us that the human race has failed to solve the most important problem of human life, namely, how to bring up psychologically healthy children. It recognizes humbly the fact that not all the forces of education, art, culture, religion have solved this problem. Therefore it is a chastening challenge to our conscience, to our humility, and to our common sense.

Under Sidonie Gruenberg's leadership, the Association had the courage to try new things. Trial means errors and mistakes; but the study of these mistakes is the essential prerequisite to the learning of new ways to replace the old. Most important of all, it brought this spirit of humble inquiry into the lives of countless young parents who met at parents' meetings to listen, to exchange experiences, to read and hear thoughtful discussions.

The Child Study Association of America does not pretend that it has found answers. It can proudly claim, however, that it has planted the seeds of a new spirit. Her influential part in this seminal process should give Sidonie Gruenberg a proud sense of fulfillment and achievement. It is a remarkable contribution for one woman to have made to the culture of a whole land: this country is indebted to her for what she started.

What is a parent educator?

By Ernest G. Osborne

The parent educator needs
many skills, much knowledge, and,
above all, faith in parents themselves

In "Ballad for Americans," which Paul Robeson has sung so effectively in the past, an attempt is made to define an American. An American, the ballad asserts, is banker, lawyer, merchant, chief, plumber, carpenter, teacher, bricklayer, farmer. He is Jew and Gentile, white and Negro, brown and yellow, Baptist, Presbyterian, Catholic. In effective recitative style, scores of attributes are listed, all of which go into the making of this varied America which is ours.

It's almost as difficult to define a parent

educator in the precise terms that dictionary-type definitions call for. The list of professional backgrounds which have contributed to the development of parent education is impressive. The variety of experiences, methods and techniques, findings and conclusions which are used in parent education activity is great.

It was largely during the last forty or fifty years that parent education had its genesis and development. Of course, it might be possible to play the role of scholar and

ferret out something from Aristotle, Plato or other ancient wise men to prove that the roots of the movement go far back in time. But for all intents and purposes, parent education as an organized movement and parent educators as definable persons are somewhat less than half a century old.

A pioneer and leader

During this entire period Sidonie Matsner Gruenberg has been in the forefront of the movement. Nearly thirty years ago, she gave a course in parent education content and methods at Teachers College. Prior to and since that time, she has played a major role in the conferences, institutes and other meetings where growing numbers of workers in many fields have explored the challenges and opportunities offered by work with parents. Her writing and speaking have been outstanding examples of effective communication. One is almost tempted to give an easy but sound answer to the question, "What is a parent educator?" by merely pointing to her.

For a time it looked as though a new professional group might be arising. In the child development and child welfare research stations where parent education leadership training was largely centered, there was considerable confidence that eventually there would be many positions as parent education specialist and leader available in school systems. Time was to prove otherwise.

Over the last thirty years, with differing tempo and intensity of interest, such professional areas as public health nursing, religious education, recreation, medicine and social work have viewed parent education as a part of their responsibility. Instead of the development of a special professional group known as parent education specialists, the sounder policy of incorporating the function of parent education into their programs has been followed by organizations and agencies related to such professional groups as those mentioned above.

In one sense, then, there are relatively

few full-time parent educators. Rather, one finds people from varied fields of endeavor, with differing professional backgrounds, carrying on parent education activities. This fact, perhaps, makes it especially pertinent that attention be turned to the question posed by the title of this article. Technically, perhaps, the question would be more adequately phrased as "What activities deserve the name of parent education?" But we need not quibble.

Dr. Hilde Bruch, pediatrician and author of *Don't be Afraid of Your Child!*, has rather sharply attacked parent education and parent educators. In her child guidance practice, she has encountered parents who she feels were confused and disturbed by the efforts of parent educators. On the basis of these contacts, she has apparently assumed that the majority of those carrying on parent education find fault with fathers and mothers, hold up unreasonable standards and in other ways arouse guilt and anxiety which handicap rather than help them in their role as parents.

It would be folly to assert that such unfortunate things have never happened. There are too many people with few or no qualifications who are called on to talk with parent groups. It is an all too popular pastime to hold parents responsible for everything undesirable that occurs in the development and growth of their children. But that the finger-shaking, didactic, "teaching" approach characterizes parent education generally is far from the truth.

What a parent educator is not

In the light of such criticisms, it would seem well to clarify some of the things that a parent educator is *not* before moving on to an attempt to define in operating terms what parent education is and what parent educators do.

Parent education being the flexible movement that it is, we do not have at the present time any clear-cut, authoritative definitions which have been accepted by even a majority of workers in any official way. The

interpretations which follow, then, must be considered primarily one man's opinion. Reflecting twenty-five years of active participation in the field and of close working relations with recognized leaders, however, it is assumed that they will have a considerable degree of validity.

Neither crusader nor "answer man"

To begin with, the parent educator is not a crusader, a missionary or a reformer in the aggressive sense of the term. He does not try to foist on any and all fathers and mothers a burning message. Rather, he humbly recognizes that many factors go into the business of being a parent and that no one person, whatever his background, has the final word on what is good in parent-child relations.

Nor does the responsible parent educator have a series of ready answers available for the inquiring parent. He is not equipped with a set of lesson plans which will serve as a blueprint for those who wish to be adequate parents. Though versed in the various disciplines which have a contribution to make to effective parenthood, he recognizes that the tremendous variability in family backgrounds, attitudes and values precludes pat answers which can be applied to each and every situation.

While he may be an "expert" in one or more fields pertinent to the parent-child relationship, he does not consider himself a scientific technician who can furnish specific formulae for the solution of parents' problems. His "expertness" consists rather in helping them incorporate into their thinking and actions some of the attitudes and practices that may well apply to their situations. But he does not pretend that he can prescribe for the ills which affect them.

Faith in parents' abilities

Further, the experienced parent educator does not assume that most parents are inept, ignorant or lacking in the desire to do the best possible job as parents. He does not lack faith in the potentialities growing

out of his own experience that even the garden variety of parent has, provided he has the opportunity to develop and use them.

What, then, is left to the parent educator as "expert"? In what ways can he be of help to that multitude of fathers and mothers who find themselves stumped as they face the challenging task of raising children in a troubled and complex world? What may he be expected to contribute? These are the questions to which the rest of this article will address itself.

The parent educator as middleman

Family life is many-faceted and parent-child relations involve a great variety of factors. Consequently, the parent educator, if he is to serve as consultant, guide and source person, must have a broad grounding in those things which have an impact on the family and which can contribute to its welfare. In a sense, he serves as a middleman between the specialized expert and family members. Acquainted with the findings of psychologist, physician, psychiatrist, sociologist, economist, anthropologist, among others, he is aware of those aspects of their research and writing which have particular relevance to family living.

To be sure, he himself may be expert in one of the areas, but unless he is familiar with the stuff of his fellow scientists, his usefulness as parent educator is limited. As specialist, too, the contributions from his own field must be so interpreted as to have recognizable bearing on the day by day problems and concerns of the parents with whom he is working. He cannot communicate his expertness in terms that would be congenial to other workers in that field of specialization.

Essential is his recognition that life is of a piece. Should he, because of his concentration on some aspect of the social or physical sciences, see that aspect as the crucial or central factor in people's relationships and adjustments, he may well do disservice to the parents with whom he is working.

Important as his own specialty may be, it cannot be used to explain each and every situation encountered in his parent education work. Thus, while economic factors may often be the cause of family conflict, it is also true that dissension arising out of such a thing as parental rivalry for the affection of children may push individuals to unwise use of family income.

The parent educator as group expert

Parent education may take place through many channels. Newspaper columns, magazine articles, books, lectures, moving pictures, individual conferences all have their contribution. But by far the most effective channel is that of the discussion group. The thinking and feeling together, the drawing on one another's experience as well as using the resources which the leader offers, provide for parents a kind of educative experience that is most valuable.

Such discussion groups, however, if they are to be effective must have skilled leadership. The common charge that discussion is only "pooled ignorance" may well be valid when there isn't adequate leadership. The ability to help a group look critically at its own conclusions, as well as to interpret the findings of the experts in a sound

context, is a skill which one should expect from a qualified parent educator. Through training and experience, he will be able to help the over-talkative, aggressive group member learn to participate in a way that does not discourage or antagonize others. He will help the less articulate move in when they have something to contribute and also help them communicate more effectively. He will be alert to the times when a searching question on his part is in order and be able to remain patiently quiet on the occasions when group members are beginning to think clearly for themselves.

As group leader, he will also be aware of feelings which may lie back of the words being used, sense the cross currents of emotion in the group and use these as part of the stuff of the educative experience. Primarily, his function will be one of facilitating self-discovery in the group members, and of helping people work out their own problems as they think and talk together. In a very real sense he serves as a counselor, if we think of counseling as a process wherein the role of counselor is not that of informing primarily, but of enabling people to see factors in their own lives they may not hitherto have realized and working out

CSAA ANNUAL CONFERENCE

March 25th, 1957

To be held at the Hotel Roosevelt, N.Y.C.

Theme: "The Man in the Family"

* * * *

Eleventh Annual Institute for Workers in Parent Education

March 26th & 27th, 1957

To be held at Teachers College, Columbia University, N.Y.C.

more intelligent solutions of problems and relationships than hitherto were possible.

The concept of the parent educator as counselor in his role of group leader merits further consideration. For a number of reasons, many parents are unsure of themselves, questioning whether they are doing the sort of job they should be doing, fearful that their children's behavior is indicative of serious problems. Through the leader's interpretation of normal child development and through hearing from other parents that they, too, have had similar problems and have come through them, group discussion often brings needed reassurance to those who fear they may be falling down seriously as parents. To be sure, it is unfortunate if such reassurance is given in a wholesale and uncritical fashion. To suggest that there is nothing that should be of concern is hardly reassuring. But the communication of a feeling that we rarely commit irremediable errors, and that willingness to face, and try to deal with, problem situations can usually bring positive results, is both sound and helpful.

The importance of feelings

In the early days of the parent education movement, it was asserted that the leader should maintain a kind of impersonal objectivity that forbade the sharing of any of his own family experiences with the group. Indeed, for a time the discussion of the personal experiences of *any* member of the group was discouraged. Discussion was supposed to be kept at a very general level and for the most part consisted largely of the results of studies made by investigators at the various child study research stations connected with the universities. Feelings and emotions, too, were considered not quite respectable. One was supposed to strive to control such things and bring to the task of raising children only the "scientific" findings available. Such an approach, of course, was a sterile one and could hardly be maintained in actuality. But the effort was made and often had the effect of making parents feel guilty about what we now

know to be perfectly normal and acceptable reactions.

Those leaders who permitted any discussion of marital relationships in parent education groups were roundly condemned by the majority of workers. Whether the reason for this was primarily the feeling that such matters were too personal or that the individual as husband or wife was quite another person than as father or mother is not clear. The fact remains that such discussion was considered outside the pale.

Today, though one may find here and there lingering convictions such as these, for the most part the situation has changed decidedly. The effective parent education group leader is expected to be able to assist growth at the feeling level as well as at the intellectual level. The use of films and of playlets, of role playing and of personal family experience is designed to make it more likely that group members will come to terms with some of the feelings that are assumed to affect vitally the individual's way of operating as a parent.

To be sure, the inclusion of feeling and emotion in the parent group discussion process presents some hazards. Individuals must be protected from revealing intimately personal details in the group that they might later regret and which would not contribute to effective discussion. Limiting discussion to the so-called objective and

Dr. Stainbrook speaker at BCG lunch

Dr. Edward Stainbrook, Chairman of the Department of Psychiatry at the University of Southern California, whose talk on "Learning and Teaching About Human Behavior" was the high point of CSA's 10th Annual Institute for Workers in Parent Education, will be the principal speaker at a luncheon this fall. This event will celebrate the 25th Anniversary of the Bureau of Child Guidance of the New York City Board of Education and will be held on Saturday, October 20, 1956, at the Waldorf Astoria in New York City.

During the day, seven symposia will be offered dealing with significant problems of children of all ages as reflected in their classroom behavior.

known facts is a safer procedure. But, as has already been suggested, such a limitation will rarely result in a profitable discussion.

Scientific findings needed too

The emphasis that has been placed on incorporating feeling and emotion in the parent education process should not be interpreted as relegating objective material and scientific findings to a place of little importance. One of the most substantial values in parent education is the opportunity to check one's convictions and conclusions against both scientific material and the convictions and conclusions of other group members. The mother who feels that her child eats practically nothing can be encouraged to keep a careful record of what he actually does eat and often will find that her feeling is quite out of harmony with reality. A clear understanding of the normal developmental progress of children of different ages, while it must be viewed in terms of individual differences, also helps a parent check the reasonableness of his expectations. The responsible leader recognizes the importance of communicating such objective material to members of the group.

The balanced approach

It is evident that the current concept of the role of parent educator calls for a rather formidable combination of knowledge and technique. It may seem that no one short of a Ph.D. could be expected to operate effectively in the context suggested. The most important factor, however, is not the accumulation of knowledge and technique but a balanced, "common sense" approach whereby an informed understanding, based on organized knowledge and skill, is constantly checked with the facts and happenings of everyday living. Because of the nature of the family situations with which he is dealing, the parent educator must maintain a middle of the road position and not be lured off the path by provocative yet questionable theories.

If one accepts the above formulation, then it is conceivable that an intelligent and thoughtful layman with supplementary training might well serve as parent educator. The position held also argues that experience in the subject matter pertinent to parent education is not enough. The Child Study Association of America, in providing parent education training for social workers, experienced classroom teachers, religious educators and public health nurses, is on sound ground. Many of the undesirable results of parent education activity to which Dr. Bruch objects have been the responsibility of social workers, psychiatrists and psychologists who have not been able to use the content of their professions soundly in working with groups of parents.

Obviously, parent education is centered in interpersonal relationships. The basic training and experience of the parent educator, whether he be from sociology, public health, home economics, psychology, social work, religious education, medicine or any other field should be focussed primarily on the growing body of material which various fields are contributing to our more detailed understanding of the way people relate to one another.

But, important as is thorough-going academic training in human relationships, nothing can take the place of close and continuing contacts with flesh and blood human beings. However achieved, the chief stock in trade of the creative parent educator will be drawn from the richness of his own personal relationships in his family and elsewhere. It is they which add the "plus" to his professional competence.

A creative movement

The deep personal and professional satisfactions that come from work with parents are bringing increasing numbers of workers from many backgrounds into the parent education circle. It may well be that this movement, which originated in this country, is becoming one of the most challenging and creative educational endeavors of the century.

Is parent education necessary?

Why do we need to "educate" parents? Why aren't instinct and tradition enough? A glance at the course of the parent education movement suggests some answers to these questions

Historians in years to come will see the first half of the twentieth century in a perspective we cannot hope to attain. But it seems probable that they will be impressed by the cumulative development of efforts at human conservation and the self-consciously directed attempts to reorient our culture.

Thus they will surely acclaim the biological revolution that has taken place since 1900, bringing an increasing life expectancy. They will also recognize the progressive reduction of many of the diseases and impairments from which mankind long has suffered. But perhaps the most dramatic medical achievement has been the reduction in infant mortality, which around 1900 was appallingly high, but which has been consistently lowered year by year.

When celebrating these improvements in infant care, they will pay tribute to the devoted physicians and nurses and the medical research which made these gains possible and, it is hoped, they will also recognize that it was the readiness and willingness of mothers to learn new ways of feeding and protecting their babies that was crucial to these vital achievements. This early form of parent education, carried on first through private, then public, milk sta-

tions and well baby clinics by physicians and public health nurses, marks the beginning of systematic efforts to re-educate parents in child care and rearing, especially physical care and feeding. The organization of the National Congress of Parents and Teachers, and of the Federation for Child Study, which later became the Child Study Association of America, initiated similar efforts to educate parents, but with emphasis on children's behavior.

This is not the occasion to give a detailed account of how the movement to improve child rearing has been developed.* At best we can but note some of the ways this came about, recognizing not only the more specific contribution of research, clinical study, medical practice and health care programs, but also the pervasive alterations in our way of living, and the emergence of a new climate of opinion which made these efforts more acceptable and more effective.

First, to list the more relevant and more influential contributions to this movement is to take account not only of the amazing progress in medical research and practice

* Readers who would like a more complete account of this movement will do well to consult a fine article, "Child Development: An Historical Perspective," by John E. Anderson, in *Child Development*, Vol. 27, June, 1956, No. 2, published by the Society for Research in Child Development, Inc., Purdue University, Lafayette, Indiana.

and nutrition already mentioned, but to note the inclusion of healthy personality development in the concept of child health; to recognize how systematic study of child growth and development began in the 1920's, preceded by the pioneer work of Bird Baldwin at Iowa and Arnold Gesell at Yale; to recall how after the First World War the movement for child health was accelerated by the National Child Health Association, sponsored by Herbert Hoover; how the Commonwealth Fund in the middle 1920's fostered child guidance clinics and visiting teachers (school social workers), the training of child psychiatrists, clinical psychologists and psychiatric social workers; how child psychiatry and child analysis were enlarged; the beginning of the nursery school movement; the acceptance by some of the church organizations of the idea of parent education and later of nursery school programs; the establishment of parent education programs with nursery school laboratories in state universities; the expansion of literature, books, pamphlets, journals and magazines for parents, with family and women's journals, especially *Parents' Magazine*, increasingly publishing articles for this audience.

Basic assumptions challenged

Then, too, it is necessary to recognize the more pervasive developments which have had such a profound impact upon our lives and fostered or contributed to the development of parent education: the Great Depression, which so greatly altered our ways of life and brought the New Deal with the establishment of extensive governmental programs for protecting individuals and families, and the expansion of nursery school and parent education programs; the coming of the Second World War, with increased employment of women, enlargement of governmental services and facilities; and then the brief postwar period overshadowed by the atomic bomb and the continual anxiety lest we blunder into another world war of mutual annihilation.

But less tangible and recordable are the

changes in many basic assumptions caused by the new scientific conceptions of the universe, and the replacement of a materialistic, mechanistic conception of the world as operated by inexorable cause and effect, with a concept of a dynamic universe of relativity and unpredictable events.

Equally disturbing to long-accepted beliefs and assumptions were the disclosures about human nature and conduct coming especially from psychiatrists and psychologists and also from cultural anthropologists who reported on the many ways in which human nature was patterned by different cultures into diverse ways of living. It became increasingly clear that our traditional beliefs about human nature were no longer valid and must be radically revised. And with this reorientation came a new realization of the crucial importance of infancy and early childhood for the personality development of the individual.

The emergence in the 1930's of psychosomatic medicine focused concern on the personality difficulties often connected with various kinds of illnesses. This was especially significant because it emphasized how often the "unfinished business" and disturbances of childhood operate to produce bodily ills requiring psychotherapy for their treatment.

All of these developments and many more are indeed relevant to an understanding of how parent education has developed during the past 40 to 50 years. If we are to select from this vast array what may be more immediately pertinent to this issue of *CHILD STUDY*, we should focus upon child development research, the child guidance movement with the accompanying studies of disturbed or problem, and psychotic, children and the development of programs for parent education, carried on by various organizations and agencies and by different professional groups.

Child development research

The early studies of children were largely efforts to establish norms of physical growth and mental development for each

age, by measuring large samples of children. The basic approach was that of behaviorist psychology, and children were regarded as convenient subjects for the study of problems of major interest to the different disciplines. Conditioning and habit formation were the major interests at that time.

In the middle 1920's the National Research Council established the Committee on Child Development, which held conferences attended chiefly by psychologists, anatomists, dentists, nutritionists, home economists and a few pediatricians. And from 1925 to 1930 a number of centers for research in child development were established which also became centers for the training of research personnel and the organization of parent education programs, including the training of parent educators.

Leadership in the field

In this development of parent education, the Child Study Association of America, under the vigorous leadership of Sidonie Gruenberg,* was the chief agency, collaborating with Teachers College in the preparation of child study materials and the training of parent educators. The National Council of Parent Education was established to coordinate these programs, serving as an agency for joint planning, conferences and promotion.

In both California and in New York State, a bureau or agency for child study and parent education was established in the state department of education, to give direction to parent education in those states, while in other states the state universities and land grant colleges performed similar functions. The American Association of University Women began a nation-wide program of child study among its members, and the National Congress of Parents and Teachers began its program of study circles emphasizing the preschool child.

Despite the Depression, the studies of child development continued at most centers, especially at California, at Harvard and at Western Reserve, and these studies now included adolescents and infants in addition to the preschool child. The Society for Research in Child Development was organized, with a publication program.

But more importantly, the focus of research began to broaden and deepen. More concern appeared for understanding individual personalities as contrasted with study of large samples and establishing norms. This trend reflected the cumulative development of child guidance studies and of the psychoanalytic concept of the significance of early childhood. The development of methods giving insight into children's feelings and phantasies opened up new leads for research which yielded much more understanding of "what makes children tick."

Psychoanalytic concepts

The early impact of psychoanalytic thinking upon child rearing and education had already been felt in the 1920's when it was reported that denial and coercion and repeated frustration of children led to many serious problems. The first response to this was to jump to the conclusion that if denial and coercion were bad for a child, then complete freedom and lack of parental guidance and restraint would be good for the child. This early expression of extreme permissiveness, accepted by a few "progressive" schools, aroused immense indignation and resistance, giving rise to many of the still current jibes at progressive education.

This issue of permissiveness, later translated by pediatricians into a plea for a more relaxed and flexible approach to such matters as the bathing, feeding and toilet training of babies, is not yet settled; indeed, there has been a recent wave of reaction against relaxation of parental discipline with some pleas to reinstate early and vigorous training of babies and coercive discipline of children and adolescents.

*Since this whole issue of Child Study is a tribute to her amazing personality and record of accomplishment, described in other articles, the author of this piece will not dwell on them here, but instead offers this informal survey as his part of the general salute.

The frequency of delinquency in many communities has evoked many pleas for physical punishment, but also more efforts to understand these youthful rebels and destroyers.

To assess the effect of psychoanalytic teachings on child rearing and parent education is extremely difficult because the literature, the speeches, the radio and TV programs are so varied and often contradictory. We can say that the earlier version of psychoanalytic findings and the statement of what is now called dynamic psychology were based on the analyses of adult patients, chiefly in Europe, who were the products of a different culture and lived in different kinds of society. Beginning in the middle 1930's, especially with the pioneer work of Erik Erikson, and the emergence of child analysts in this country, it became clear that the study of infants and of young children, with analytic concepts and techniques modified for child subjects, yielded more understanding and insight into the immensely complicated process of early personality growth.

Mental health: a public health task

The child guidance clinics and centers for clinical study and treatment of children and adolescents have gradually moved from a belief that psychotherapy of the individual child would "prevent delinquency" to a recognition of the difficulties and ramifications of delinquency and its treatment, with more and more concern for treating younger children. In the earlier days, attention was focused primarily, if not exclusively, on the child-adolescent patient, while increasingly today parents are being treated concurrently with the child. Highly significant also is the recognition of mental health as a public health task, reflected in the establishment of the National Institute for Mental Health which fosters a broad program of research and training around the country. Despite the difficulties and frequent failures of psychotherapy, it is clear that many disturbed children can be and are being restored to healthier normal liv-

ing. But there are large numbers of children and adolescents, some believe increasing numbers, for whom therapy is not available and some who apparently are resistant to therapy.

Significance for the future

With these historic developments in mind, we might try to offer some tentative interpretation of their significance for the future. For instance, we might say that we cannot over-emphasize the crucial relation of the child and the mother nor ignore the immense significance of the whole constellation of family relations in which husband-father and siblings are intimately involved. Thus we have to recognize that family living, and parent-child relations, can and often do produce a variety of distorted or stunted personalities who appear as difficult problem children. Mention of such unhappy outcomes, the possibility of which is amply evidenced by the findings of clinics, hospitals, courts, institutions and the immense body of clinical material, often evokes resentment and even hostility in those who consider such statements as attacks on the family and parents. On the contrary, such results testify to the immense

Attention, parents in N.Y. area . . .

Parent Discussion Groups

will meet for 10 weekly sessions
at Association headquarters
starting Wed., Oct. 3rd

Parents register according to
their children's ages:

- I The Young Child—infancy through 4
- II The Young School-Age Child—
5 through 9
- III The Pre- and Young Adolescent
10 through 14

Fee: \$10 for one parent; \$16 for
husband and wife. Phone BU 8-6000

•
CSAA

132 E. 74th St., N. Y. 21, N. Y.

importance of family living and hence to the unlimited potentialities of parents for good as well as for ill.

Historic patterns no longer effective

But we have to consider other factors besides the intimate family relationships and their effect on children. Rarely do we find that the parents of problem children have acted intentionally and maliciously. Often they are astonished and overwhelmed when they are confronted with the maladjusted child or delinquent adolescent, unable to realize how *their* child could have become so abnormal. They did the best they could, followed traditional rules and procedures, as they understood them, and can only explain why the child went wrong by falling back on the beliefs about weak and fallible human nature long cherished in our moral and religious teachings.

If we hope to reduce this great human wastage and increasingly to foster healthy personality development, it is obvious that some of the beliefs, expectations and methods of parents must be revised and in certain cases very largely superseded by a new orientation. But this means a genuine alteration in our culture, reformulating our traditional ideas so that they are consonant with our new knowledge of child growth and development.

Probably our successors will see that our past efforts in this direction have often been too narrowly focused, emphasizing the scientific findings on child development and the altered methods of child rearing, but failing to give parents a realization of this larger movement of cultural reorganization which can take place only in the minds and hearts of the people who constitute a cultural group.

We see this lack of understanding of changing cultural conditions in parents' frequent protests that the time-honored methods of child rearing *worked*: they produced steady, honest citizens, good husbands and wives who reared their children to become worthy successors. Under this firm regime, parents were persuaded

that the child was innately prone to wrongdoing and so it was wise and correct to bend his will, punishing his childish impulses and teaching him that he must be submissively obedient to authority. Many did grow up under this treatment to be good citizens, living in a society where all shared these beliefs, but often carrying heavy burdens of guilt, resentment and anxiety, for which their society offered various rituals and sources for release, such as atonement, reassurance, strengthening and consolation in their churches.

Today many parents contrive to rear their children according to this historic pattern: but the child is growing up in a society where for many these rituals and resources have lost most of their former efficacy. Thus the individual today must frequently carry unaided and alone a heavy load of anxiety, of guilt and often hostility, which he may express in anti-social activity, in self-defeat or both. We continue to rear children to live in a world that no longer exists, thus incurring this mounting toll of human wastage.

Attitudes count as much as knowledge

To persuade parents that the world has changed, that our traditional wisdom and practices no longer are effective, may be as important as communicating the materials from child development or giving them the findings of dynamic psychology; both of which may be unacceptable, or incapable of being understood and utilized as long as the recipients do not recognize the urgent need for a change.

This inability to accept or unwillingness to learn may be increased when we offer clinical materials to the layman who cannot assimilate or even grasp their meaning. Yet too often clinicians and those who draw upon analytic findings lecture or write to parents with little awareness of the confusion and disturbance they may be creating.

Apparently the child study method of study and discussion groups in which doubts, confusions, uncertainties, as well as

feelings, may be clarified, provides a wiser way for parent education, because it recognizes that individuals need time and the support of others to alter their thinking and to revise their relations.*

Moreover parents, as adults, are personalities with a life history, a forgotten childhood, who are trying to cope with life according to their idiosyncratic personality, in the complex role of interpersonal relations, where they are at once subject and object, sender and receiver, of all those messages, spoken and unspoken, which make up human relations. If we regard human living as essentially a continuous striving for whatever goals and values people cherish, we may find that we can enlist people's interests and willing collaboration by appealing to their aspirations, rather than relying upon the authority of scientific research or clinical materials and systematic theory of personality development. In the years to come, it seems probable that one of the enduring contributions to our culture which we will owe to psychoanalysis will be the increasing recognition of our persistent aspirations as the guides to healthy, sane living.

Thus we might wisely appeal to parents to undertake parent education by reminding them that as Western people we have long believed in the worth of the individual personality and accepted the primacy of human dignity. Also we have long been taught to "love little children." Parent education may then be presented as an effort to translate these aspirations into practice, recognizing the individuality of each child and respecting his integrity and his dignity, beginning at birth. Loving a little child is not solely or primarily a question of endearments and expression of affection, but rather investing him with significance, respecting his integrity and treating him as lovable so that we will learn to respond with loving.

The long-term aim

Our long-term aim in medicine has slowly shifted from diagnosis and treatment of acute and chronic ills or injuries to a growing concern for health care which will reduce or minimize the need for medical treatment (probably never to become wholly unnecessary). In the field of mental health, we are beginning to think of how we can foster healthy personalities and thus reduce the immense human wastage and the great need for psychotherapy. This aim to foster healthy personalities has long been the objective of the Child Study Association, which has through the years of changing ideas and practices maintained a steady course, inviting the contributions of various professions and contributing generously to all the organizations engaged in child study, parent education and mental hygiene.

UNITED NATIONS WEEK

Oct. 21-27, 1956

**For projects for churches, synagogues
and other organizations, write to the**

**Church Peace Union
170 E. 64th St., New York 21, N. Y.**

UNICEF activities

Again this year, UNICEF (The United Nations Children's Fund) is launching its Halloween program which last year raised \$520,000 for children in need of help in many far-flung parts of the world. "Trick or Treat," as the program is called, grew out of a campaign to substitute a "giving" activity for the traditional destructive pranks of the season and is now a widely popular community activity. A wealth of materials, including a Planning Manual, films and many other tools to help a community put over the campaign are available from UNICEF, United Nations, N. Y.

Another welcome and regular UNICEF feature is the annual offering of greeting cards designed by famous artists of various nationalities and selling for \$1.00 a box of ten cards, assorted designs, with or without greetings appropriate for the Christmas season. These may be obtained from the UNICEF Greeting Card Fund, U. N., N. Y.

*For further discussion of this and related points, the reader might well refer to *How to Help Your Child at School*, by the author of this article and his wife Mary Frank. See especially page 332 et seq. A new book by the same authors, *The Adolescent at Home and in School* has just been published. Both books published by the Viking Press. ED.

Sidonie Matsner Gruenberg and the Child Study Association

For some forty years the name of Sidonie Matsner Gruenberg has been identified with parent education and the work of a pioneering organization dedicated to this purpose: *The Child Study Association of America*.

It is difficult to assess the factors which gave the movement of parent education its first impetus. "Movement" it certainly was, but whether it stemmed from the burgeoning of new knowledge about children, or whether parents eager for greater competence spurred the growth of this body of knowledge—who can say?

In any case, the first recorded systematic effort to interpret and make available to parents the contributions of philosophy, education and the sciences to the rearing and education of children came just before the turn of the century. At the suggestion of Dr. Felix Adler, founder of the Ethical Culture Society, a small group of mothers then formed the Society for the Study of Child Nature, which later became the Federation for Child Study and then the Child Study Association of America. Whichever came first, the fact is that historically the growth of the Association and the widening spread of parent education parallel the

growth of knowledge about child care and child development.

Parent education's early days

In 1888, when the historical "five mothers" met, there were few "authorities" on which to draw. They turned largely to the philosophers: Rousseau, Plato, Spencer, Felix Adler. The later contributions of such revolutionary educators as Froebel and Montessori were carefully scanned. Over the years, with the development of a substantial body of scientific knowledge in medicine and biology, as well as in psychology and psychiatry, the emphasis changed from the philosophical to the scientific. This knowledge, however, was not yet presented in a language and form which parents could readily grasp and apply in their own practical everyday living.

The problems and interests of this first group of mothers changed as their children grew older, and they then turned to such authorities as G. Stanley Hall and Havelock Ellis. But, younger mothers, under the creative leadership of Bird Stein Gans, formed a new group to study the needs of infancy and early childhood. Similar groups were formed, and among their members

was Sidonie Matsner Gruenberg. Her kindergarten training, she felt, had not provided her with all the knowledge she now needed to do the best possible job with her own children, and she therefore accepted the invitation of another young mother, Cécile Pilpel, to join a study group. Soon she found herself its leader and avidly searched out all the available literature to keep her group informed.

Dicta from on high

Discussion in those early groups was centered upon "readings" and "abstracts" from the writings of psychologists and educators, which were respected as dicta from on high. The meticulously recorded minutes of these groups bear eloquent testimony to the fact that the major concerns of parents haven't changed: How to make children "mind," how to improve their character, how to develop their independence and yet safeguard them from harmful experiences, how to impart the "facts of life." In discussing these questions, the emphasis was primarily on academic sources of knowledge. It was a long process of evolution, evaluation and experience that brought many groups today to focus first on their own everyday situations, relating these to basic principles of child care and development rather than starting from "the book."

During these years, exciting news was coming from the sciences concerned with human behavior. A Russian scientist named Pavlov was demonstrating with his famous dog that behavior could be directed by "conditioning" to selected stimuli. A psychologist in America named Watson was reporting experiments with babies which seemed to demonstrate that all behavior was *learned*, conditioned by environmental factors. Meanwhile, a physician in Vienna named Freud was probing human emotions and advancing revolutionary concepts which were destined to permeate all the thinking about behavior. The social hygiene movement, the mental hygiene movement and the progressive education movement were all claiming attention, each offering

its own answers. Parents had to find their way through a maze of sound materials as well as strident claims and proffered panaceas.

CSAA's approach to new ideas

The Child Study Association undertook to examine, sift and interpret these ideas. It was the first lay group to invite Dr. A. A. Brill to expound to its members the theories of Freud and his followers. Exponents of Watson's behaviorism were invited by the study groups to discuss his findings and their application to the everyday rearing of children. The philosophy and teachings of John Dewey were explored as a new and promising approach to the teaching of children.

It was not, as is sometimes suggested, that "every new fad" was adopted by parents to be tried out on their hapless children. Far from it! In these discussion groups, in conferences and publications, new theories of human behavior received interested but discriminating application, modification, or plain rejection. For example, at the period when the influence of the academic psychologists was at its height, the dogmatic claims of the behaviorists were widely accepted. There was a great deal of material in popular media about "habits and training," a great deal of stress on book knowledge and techniques—a serious underestimation of the emotional aspects of family life. While the Child Study Association of America showed some traces of this influence, its early responsiveness to psychiatry—and to the psychoanalytic movement in particular—saved it from the excesses that characterized much of the writing and teaching of this period. It continued to place its major emphasis on relationships within the family and to respect the unique quality of individual personality.

The pages of *CHILD STUDY* even in the fad-ridden 1920's attest to the Association's refusal to be stampeded. Articles for those years still dealt with such basic matters as heredity, discipline, love and affection, and

spiritual and moral values in character formation, along with presentation of what was thought to have value in the newer so-called "fads." Especially challenging, perhaps, was the changing approach to sex education. Through wide swings to extreme attitudes—from the "conspiracy of silence" to "complete frankness"—some abiding lessons were learned about the need for a balanced approach to the subject.

As study groups affiliated with the Federation of Child Study spread and multiplied in the area around New York and in other cities (Baltimore, Boston, Cincinnati, Louisville, New Haven, Chicago, New Orleans—there were affiliated groups, too, in Japan and London) their purpose and promise enlisted the interest of the Laura Spelman Rockefeller Memorial. In 1923, a small sum of money was granted by the Fund to launch a monthly *Bulletin* to keep these groups informed of current thinking and findings concerning child care and family life. This eight-page mailing folder, *The Federation for Child Study Bulletin*, was to become two years later the monthly, now quarterly, magazine *CHILD STUDY*, a journal of parent education which now has subscribers in every state and territory of the Union, and in more than forty foreign countries, from the USSR to South Africa, India and Japan. A year later the Fund made a three-year grant to the Federation.

CSAA—an expanding influence

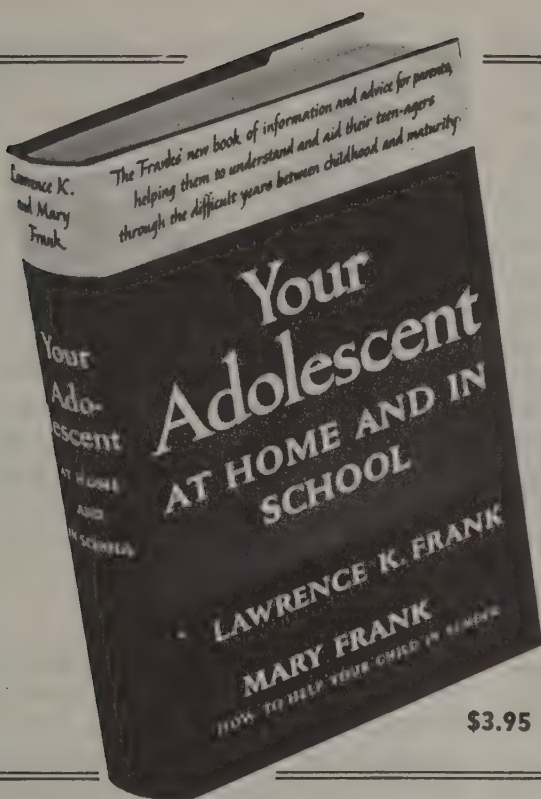
It was at this time that Sidonie Gruenberg became Director of the Federation, which was shortly thereafter incorporated in the District of Columbia as the Child Study Association of America. Under the guidance of Bird Stein Gans, President, and Mrs. Gruenberg, the organization had assumed a position of leadership and had demonstrated its ability to work with other national groups. In the years to come, it was Mrs. Gruenberg's vision and out-reach, her sensitivity both to the changing needs of parents and to the contributions coming from many sources, that gave the Association perhaps its most distinctive quality—

its ability to hold fast to basic values and, at the same time, to keep pace with the vast changes which four decades and two world wars have made in family life.

The first important grant of funds made far-reaching changes possible in the Association's work. Study groups were organized under a wide variety of auspices: in settlement houses, church and community groups and housing developments, including New York's lower East Side and Harlem. The grant also made possible the publication of materials especially addressed to parents and more suited to their practical, everyday needs than the formal literature of psychology and education. The "authorities," however, were still counted on to supply the mainstream of study group discussion. A volume of readings from authoritative sources, *Guidance of Childhood and Youth*, was published (Macmillan, 1926) to supplement the earlier volume, *Outlines of Child Study* (Macmillan, 1921) which had become the standard handbook of the study groups. Such formal topical outlines now seem outdated, but they did serve, in their time, to bring together the needed materials for the use of untrained group leaders.

The Gruenbergs' contributions

In the development of all this literature Sidonie Gruenberg, along with her husband, Benjamin C. Gruenberg, had a leading part. In the early days of her group work she prepared brief pieces on child training for syndicated newspaper use. These were brought together in 1916 in a book under the title *Sons and Daughters*, one of the many books on parent education to appear under her authorship as time went on. With an uncanny sense of what was significant and valid in the new knowledge about children and families, she continued to draw from many different sources, and interpret theoretical concepts in simple terms that had meaning for parents. In turn she was frequently called on to contribute to symposia, yearbooks, encyclopedias and professional journals of a wide



The remarkable new book by MARY and LAWRENCE K. FRANK, authors of *How to Help Your Child in School* (winner of *Parents' Magazine* Book Medal Award.)

HERE IS A BOOK THAT WILL HELP YOU TO HELP PARENTS AND THEIR TEEN-AGERS. INFORMATION AND GUIDANCE THROUGH THE DIFFICULT YEARS BETWEEN CHILDHOOD AND MATURITY.

\$3.95

CONTENTS

1. Speaking for Parents
2. Physical Growth and Development in Adolescence
3. Steps and Stages: The Pre-Adolescent Years
4. Steps and Stages: Adolescence
5. Life Tasks of Our Adolescent Boys and Girls
6. The Family Circuit
7. Living With the Adolescent
8. Family Crises
9. What Kind of Education Do Adolescents Need?
10. The Enlarging High-School Programs
11. Helping the Adolescent in High School
12. Social Life in High School

Appendix: Private or Independent Schools; Selected Bibliography and College Information; Index

"Informative, reassuring, and illuminating. How an understanding of early adolescence gives parents a second chance to establish or reinforce a sense of trust and confident self-direction."

—DR. MARGARET MEAD

"Practical, down-to-earth, and reassuring to parents."

—DR. ROBERT J. HAVIGHURST,
University of Chicago

"The Franks have written a book out of the fullness of their knowledge, as both parents and teachers, which is at once intelligent, sensible, and practically helpful."—DR. ASHLEY MONTAGU

EXAMINE THIS BOOK FOR 10 DAYS. IF NOT SATISFIED, RETURN FOR FULL REFUND

THE VIKING PRESS

C.S.

625 Madison Ave., New York 22, N. Y.

Please send me YOUR ADOLESCENT AT HOME AND IN SCHOOL. I will pay postman \$3.95 plus a few cents postage. Refund of purchase price guaranteed if I return the book within 10 days.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

☐ Check enclosed. You pay postage. Same guarantee.

scope. Moreover, she stimulated and encouraged other members of her staff to contribute creatively to the literature in this field.

As the demand for group study continued, the dearth of competent leadership for parent education became critical. Supported by the Laura Spelman Rockefeller Memorial, 160 fellowships were established; eleven of these fellows were from foreign countries. A course organized at Teachers College, Columbia University, in 1924, in cooperation with the Child Study Association, was the forerunner of today's expanding attention to family life education in colleges and teacher training institutions. To meet the immediate need, on a less academic level, the Child Study Association drew upon the more able and experienced members of its own study groups and set up its own training program to equip them for group leadership.

Parent educator: a new profession?

Mrs. Gruenberg was among the first to recognize the need for professional training for the parent educator. She used her influence to work toward this in two ways: first, to strengthen the status of those already in parent education; and second, to encourage those professional workers in teaching, social work and other related fields to add to the skills they might need in working with parents, especially in groups.

To bring about a better common understanding among these workers and to provide a clearing house for information, the Child Study Association called a conference of representatives of 13 national organizations in October 1925 at which it was decided to create the National Council of Parent Education.

Largely as a result of Mrs. Gruenberg's initiative, the Council became a kind of rallying point for the diverse groups of people from education, home economics, agricultural agencies, child development centers, etc., all of whom were working with parents. After the Council was dis-

solved for financial reasons in 1938, the leaders of the movement continued to meet as the National Committee for Parent Education, which eventually merged with the Parent Education Section of the National Council on Family Relations.

Another example of the Association's impact on the growth of parent education was Mrs. Gruenberg's chairmanship of the Section on Child Study and Parent Education of the White House Conference on Child Health and Protection in 1930. Aided by her colleagues on the staff and by many outstanding leaders, she wrote a report of several hundred pages which was a major achievement of lasting and national importance.

The evolution of group leadership

As the years went by, the Association's conviction as to the value of training continued to grow. For one thing, there was a high turnover in "lay" leadership of parent groups for reasons that were not always easy to determine. As their children grew older, many leaders dropped out or turned to other interests. For others, the conduct of groups did not perhaps bring with it sufficient prestige to compensate for the effort involved. Still others may have felt vaguely uncomfortable in their leadership role, aware perhaps that they did not have the knowledge and technique needed for this sensitive work. With the increase of new knowledge and the growing awareness that many fields impinge on family life, the Association came to feel that the broad scope of knowledge and skill needed for leadership of small, continuing discussion groups was by and large more than one could expect to find in untrained leaders. Although attention was first focused on *content*, it was soon recognized that to deal adequately with parents' concerns, group leaders needed a rounded understanding of child development and family relations, and of the psychodynamics of behavior in general. Later, as the processes of learning both individually and in groups were studied, attention was increasingly turned to a

consistent development of the *techniques* of parent group education.

Gradually, other professional groups came to draw upon the Association's accumulated body of experience. Requests for special training began to come to CSAA. Teachers were among the first to ask for this. In addition to the courses given under the Laura Spelman Rockefeller grant already mentioned, "alertness credit" courses were offered to teachers from the Board of Education of New York City, to give them a better awareness of the meaning of children's behavior and of parent-child relationships. Social workers also sought the Association's help in developing skills to lead parent groups.

In 1949 Mrs. Gruenberg conducted a series of meetings based on group discussion for parents in families who had either been through or were contemplating divorce, a series that was another landmark in focusing on this special and sensitive problem. It was, too, a forerunner of today's groups of parents organized around special problems or situations—parents of children with cerebral palsy, of blind or deaf children, of children recovering from infantile paralysis—and also of expectant mothers.

Mrs. Gruenberg encouraged her staff to experiment with procedures in keeping with the growing interest in group processes. Thus, the parent group program of the Association moved into a new phase. As now carried on, the discussion is based on the daily lives and concerns of the parent-members, rather than on any fixed curriculum. The material they introduce is developed under skilled leadership so that parents gain for themselves a better understanding of the issues, in the light of common experience and sound principles of child care and family relations. These methods of organization and group techniques have formed the basis for an intensive pilot project for training professional workers for the leadership of parent groups from such diverse fields as education, social work, psychology and public health.

The Consultation Service

The opening of the Consultation (now Counseling) Service in 1929 was another landmark in the history of the Child Study Association. It had been growing very clear that the parents who came to the Association frequently needed more help than group discussions alone could offer. Family problems were often so personal, so urgent and sometimes so complex that parents made increasing demands on group leaders for private interviews and personal advice. Accordingly, a full time psychiatrist was added to the CSAA staff to head up a Consultation Service designed to offer individ-

Approved by the Joint Committee
on Health Problems in Education
of the NEA and the AMA

When children begin to ask about sex . . .

you can depend on these books—approved by leading educational and medical authorities—to answer young people's sex questions in a straightforward, realistic, and dependable way.

THE DUTTON SERIES ON SEX EDUCATION

By Marion O. Lerrigo, Ph.D. and
Helen Southard, M.A. in consultation
with Milton J. E. Senn, M.D.

- Information for adults
about sex education:

Sex Facts and Attitudes

A sound discussion of the physical and emotional aspects of sex addressed to all adults who have any responsibility for the sex education of children or youth. \$2.50

Parent's Privilege

How, When and What to Tell Your Child About Sex. What parents should tell children from 3 to 8 about anatomy, conception, and birth. \$2.00

- For young people to read:

A Story About You

For the youngsters and their parents—simple facts of birth and growth for the child from 9 to 12. \$2.00

What's Happening to Me?

Sex Education for the Teen-Ager. A frank discussion of the physical, mental, and emotional changes in the boy and girl from 12 to 15. \$2.00

Learning About Love

Sound Facts and Healthy Attitudes Toward Sex and Marriage. A straightforward discussion for young people of both sexes, from 16 to 20 years of age. \$2.00

Each profusely illustrated in color and black and white.

At all bookstores

E. P. DUTTON & CO., INC., N. Y. 10

ual counseling to Child Study members* who asked for help.

By now, clinicians were aware that the children referred to them for treatment usually came only after neurotic patterns were deeply imbedded. It had lately been realized too that the parent-child relationship was of the deepest importance and that only when the parent could be reached and his or her attitudes and procedures modified, could one expect lasting effect on the child.

The Child Study Association seemed an ideal place for a preventive job. Here parents capable of understanding the part they played in the child's problems could be reached. From the beginning, the Service referred to private physicians or other agencies those parents who seemed unable to make use of the purely educational approach, and who needed therapeutic techniques.

Both Dr. David Levy and Dr. Bernard Glueck contributed much to the development of a plan for this service, the first to center its efforts on the parents alone. During the first few years of operation, only parents of young children (usually of pre-school age) were accepted, since it was realized that these were the years of childhood in which the mother's influence was most deeply felt. Clearly, Sidonie Gruenberg was in the vanguard of the few who had grasped the vital role of the parents—an idea now basic to preventive psychotherapy everywhere. Here is another instance, too, of her readiness to turn to others for help and advice, her instinct for where the soundest, most creative work was going on.

It seems certain that the Consultation Service blazed a trail of the utmost importance. Even at its beginning, its emphasis was preventive, though the problem of evolving sound criteria for the selection of appropriate cases was only partially solved at that time.

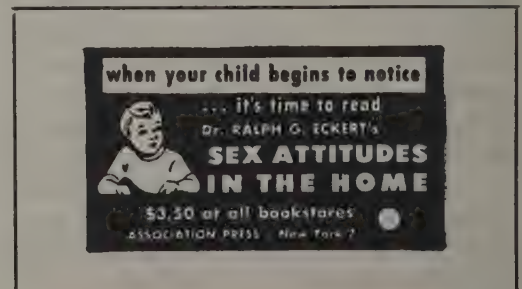
Strangely, World War II benefited the Counseling Service. Among the refugees

from Hitler were many eminent European child psychologists and psychoanalysts whose interest in the Association was immediate, and whose response was generous, so that CSAA gained enormously by this new stream of thought and technical proficiency. Especially was this true in the case of Dr. Marianne Kris who, for several years, conducted regular case seminars.

During 1951 and 1952, the Counseling Service was again reassessed as a pilot project. Today, it offers brief counseling to parents when it is believed that the child's difficulties will respond positively to a change in the parents' attitude or mode of handling; the aim is to prevent future, more serious problems in the child by giving immediate help to the parent.

Conferences

Each year, in the early spring, the Child Study Association of America holds an all-day Conference in New York which is open to the public. The Conference has a long history and is one of the most widely known features of the Association's program. The pattern was set more than a quarter of a century ago when, in October 1925, the Association held its Conference on Modern Parenthood, the "first public conference dedicated to the parent and the child." (The proceedings were published by the *New Republic* under the title, "Concerning Parents," and even today provide ideas that seem startlingly up-to-date.) Nearly 1500 people attended and Dean J. E. Russell, chairman, proclaimed it a sign that a "new epoch" had dawned. A subsequent editorial in the *Bulletin* carried on this thought in saying that those attending the meeting had the "curious feeling of



*Later, non-members were also accepted.

leaving the present and living for a few moments in the future."

This was no illusion, nor was the chairman's statement over-optimistic, for the impetus of that astonishing gathering in 1925 has never abated: CSAA Conferences continue to be a two-way channel for the giving and receiving of vital ideas and of fruitful contacts between the Association and its many friends.

Also of long and honored lineage is the Conference for Professional Workers in Parent Education, which now occupies the two days immediately following the general session. As far back as 1924, meetings for professionals were held under the auspices of the then Federation for Child Study and, with some variations as the needs of these workers changed, the discussions, workshops and addresses have carried forward the work of setting standards, arriving at new formulations and sharing the outstanding gains in knowledge, techniques and experience over the years. In fact, so far has the sharing process gone, that while this latter Conference—now called Institute—is still held under the auspices of the CSAA, it is planned by a widely representative committee from various fields concerned with parent education.

Book Review Committees

Perhaps because it originated as a lay organization which came to avail itself more and more of professional services and skills, volunteer groups have continued to work actively in certain parts of the Association's program, and to add color and zest to the multitude of activities carried on in the headquarters building. An almost unique tradition has grown up around these committees, whose members blend the freshness of a layman's outlook and the discipline of professional workers to a rare degree.

For many years the Book Review Committee has served the Association's study groups as well as individual parents by evaluating the increasing number of new books being published in fields related to,

and useful to parent education. Mrs. Gruenberg has always been and continues to be an active and contributing member of the Committee. This Committee still functions on a volunteer basis under staff guidance, but most of its members have a background of professional experience in journalism, psychology or education. The Committee's group evaluation and discussions of these books has, through the years, resulted in the preparation of basic lists of books, annotated for parents and workers in parent education, a "Parents' Bookshelf," and reviews of current books in the quarterly magazine, *CHILD STUDY*. Its work of current selection feeds an extensive library maintained at the Association's headquarters devoted exclusively to parent and family life education.

The Children's Book Committee, whose first selected list was published in 1912 under the guidance and with the enthusiastic support of Sidonie Gruenberg, has continuously over the years read and evaluated new books for children, and developed materials for the use of parents in guiding and stimulating their children's reading interests. The long experience of this volunteer committee, also under professional staff guidance, has culminated in the publication of lists on special subjects and an annual book award. Its exhibit, maintained and augmented with each year's selections, represents the cream of some twenty-five years of children's books published in this country.

Drawing on its long years of experience, the committee has also edited anthologies of stories for children of different ages. These have gone into hundreds of thousands of homes, welcomed by children and parents alike.

Serving the community

While some of the Association's activities developed slowly, others came into existence in response to crisis or sudden demand. With the dislocations of the First World War, attention necessarily turned to the needs of all children and to community

service, and the then Federation for Child Study realized that it might best contribute to the care of children whose parents were drawn into the intensive war effort. Summer play schools for the care of these children were organized in underprivileged areas of New York City, under various agency auspices, and their program was planned and supervised by the Federation's Summer Play Schools Committee. In time the need for such services was recognized by the New York City Board of Education, and summer play schools—extended also to after-school groups—have spread as a regular part of the school program in this and other cities. In 1939 the Play Schools Committee became an independent agency as the Play Schools Association.

Even before World War I, radical changes in the thinking about children had led parents to a heightened interest in schools and schooling, not only for their own boys and girls but for all the children of the community. Inspired by the forward-thinking educator, William Heard Kilpatrick, study groups of the Association devoted much thought and study to the new philosophies and methods being developed and to the schools' response to these ideas. A School Committee was formed to visit and observe schools in the New York City area and bring back their observations for discussion. This Committee functioned actively until, with the onset of World War II, other problems seemed more urgent.

Within three days of the news of Pearl Harbor, the Association's staff had produced a pamphlet which was published at once, offering guidance to parents for their children's care and safety—emotional as well as physical—in air raid drills and, if need be, during actual air attack. Almost at once the plight of children whose parents—one or both—were drawn into war services again became paramount, as the services then available were so inadequate. The Association responded by offering a course of training for volunteers to work with children in day care centers. Many of the women who took this course of training were

later placed as volunteers in child-care agencies. A number of them went on to get professional training for work either directly with children or in parent education.

The product of vision

Throughout her forty years of close association with CSAA, Sidonie Gruenberg's vital personality and special gifts have strongly influenced its directions and its focus. As she travels widely, talking and meeting with parents in many situations, her warm feeling for people has given her insight into what is going on with families everywhere from the grass roots to sophisticated dwellers in big cities. Her broad range of interests has enabled her to turn her attentions fruitfully to numerous different problems. It was she especially who emphasized in the groups and in the literature the importance of teaching children the use of money; and in her writings, a sane and clarifying approach to sex education. Hers was the influence which led to a special concern with children's books; it has been largely her sensitivity to new forces which alerted the Association to the place of the mass media both for use in parent education and in relation to children's entertainment. (The Association used radio as early as 1925 to broadcast talks on such subjects as discipline, sex education, emotional health, etc., and Mrs. Gruenberg prepared for the American Association of Adult Education the first study of the use of radio in parent education.) It was she, too, who kept abreast of the new demands made upon adult education by the changing place of women in the home and in the community. And it was due to her leadership and many contacts that, during the 1930's and 1940's, the Association's headquarters, then on West 57th Street, became a meeting ground, not only for exploring groups of parents but for parent education leaders from all over the country and the world.

Today, though she has retired from the Directorship of the Association, Mrs. Gruenberg's position on the staff as Special

Consultant ensures a continuing contact; and her aim of helping parents to do their jobs with more confidence and keener discrimination remains the central aim of the organization.

It has been Sidonie Gruenberg's claim that the CSAA owes its essential being to the wholly cooperative endeavor of its working staff and board. The fact is that

her own special gift for spotting talent stimulated her co-workers into productivity often far outreaching their own measure of their capacities. Thus the organization which she shaped and steered and produced and nurtured through many years of growth is, in large measure, truly a product of her vision, her insight, her courage and her indomitable spirit.

Parents' ideals in a world of changing values

Despite the violent assertions of some critics, the need for "expert" knowledge and new insights in rearing our children grows more crucial with every passing year

By Gunnar Dybwad

What started out as the "century of the child" has in recent years turned its attention sharply to the parents and their performance. From every side, parents are being chastised, admonished, cajoled, patted on the back and slapped on the wrist, threatened as the spoilers of the nation and pitied as the victims of their own children.

Through the popular magazines, the women's magazines, through radio and TV and an unending line of books, an ever increasing pressure is brought to bear on parents. To be sure, much that is sane and helpful is being offered, accepted with understanding and put to good use. But, unfortunately, in sheer quantity, this is increasingly being outweighed by the peculiar type of extremist statement which seems to have become the curse of our times. On the one side, we have the sweetness-and-light approach of those who fill the airwaves and the pages of books and magazines with neat, simple formulas for happi-

ness, success and a sure, safe way to heaven. If you have faith and confidence and go about your daily task with a smile and the power of positive thinking, there won't be any problems; you will enjoy your children, have a happy home and save yourselves and them from hardships; and, above all, you will achieve success—success spelled out in material gain and in an easy climb for your children and you up the social ladder.

At the other extreme, there are the books that point with alarm and speak with a voice of doom. They will tell you "Don't Be Afraid of Your Child." They will insist that "Johnny Can't Read," and picture "Parents On the Run," to mention only three examples of this type of literature.

This is how Margaret and Willard Beecher describe family life in America today in their book, *Parents on the Run*: "Today we have the child-centered home. In it there is little peace and quiet, and certainly not much respect for, or fear of, authority. Today's comic-tragic home reveals the child is firmly and autocratically in command.

This paper was originally given at the Conference on Family Living, held in Philadelphia, February 14, 1956, on the occasion of the 77th Annual Meeting of the Family Service of Philadelphia.

Parents are barely tolerated around the house. Indeed, it is parents who are to 'be seen and not heard.' The highest law of today's home is the whim of the child. Parents are the ones who fear their children; and they have lost all courage to oppose them! In short, today the degradation of the parent, in too many instances, is practically complete. His role has become that of a beggar and a servant."

Undoubtedly there are some homes which would in part fit this description, but how does this relate to your family and mine and those of your friends and neighbors?

The expert: public enemy number one

There is one thing that most such books, articles and other utterances have in common: they all point out as public enemy number one the expert—a strange anonymous creature who brings confusion, if not disaster, to family life.

Always it is a general attack; no names are given, no specific reference to a book or article quoted and, above all, no reference made as to when the expert gave the wrong advice. A good example of this is Rudolph Flesch's attack on the American school in his book, *Why Johnny Can't Read*. To be sure, there *are* children who have reading difficulties, and there *is* valid controversy as to the value of various methods of reading instruction. But, as has now been amply proven through careful analysis by any number of dispassionate writers,* Mr. Flesch did not substantiate his facts or check his conclusions with those actually engaged in this problem day by day.

I have dwelled on this point at such length because, while there is confusion in our country in this matter of parenthood and child rearing, we won't get very far until we gain a better understanding as to the source of the confusion. The true expert, the person who proceeds from scientific study and careful observation, is not given to broad statements and easy formu-

las; he knows only too well the manifold factors which are of significance in individual development, as well as in family living.

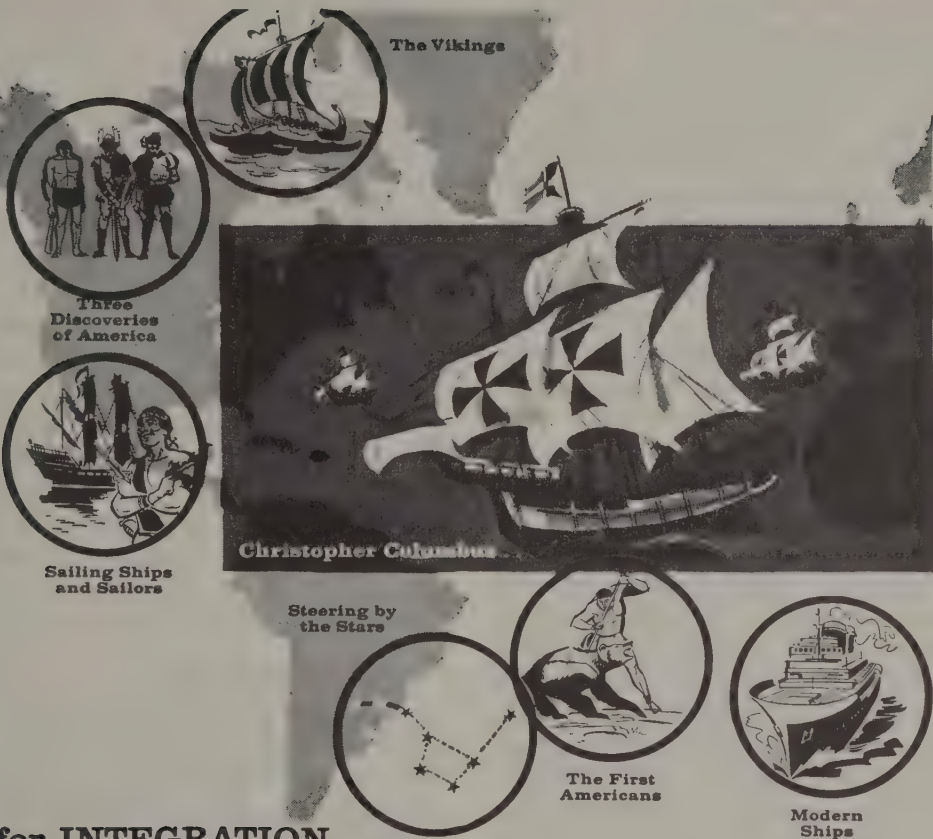
Much, then, as we have to reject the over-simplified and over-generalized statements of the pseudo-expert, there is no denying that we are in an era of significant shifts in family living which are perplexing to parents.

Changes in marriage roles

First and foremost, we are witnessing basic changes in the role of the two marriage partners. From the old family constellation in which, at least outwardly, the father was the breadwinner and the head of the household, with the mother assuming responsibility for child rearing and home management, we are moving to a marriage relationship which is based increasingly on an equal partnership. Several factors have contributed to this. Home management is becoming less and less time-consuming, due to the many technical aids now available to the housewife, not only giving the woman more free time, but also making it feasible for the husband to share in some of these tasks in some of his off hours. At the same time, the breadwinning of the man requires much less brawn, and many employment opportunities are now open to women as well as men.

Secondly, slowly, very slowly in places, the old tales of the inferiority of the woman are melting away under objective, scientific scrutiny. It is hard to speak of the physical inferiority of the woman when after a strenuous life of child rearing and household management she outlives her husband by many years. It is hard to deny her social and political competence when so much of significant community advance is due to her efforts. It is hard to picture her as a helpless, mechanically inept creature when she competently manages an imposing array of household machinery which her husband contemplates with awe. It is unfortunate that some zealous writers have used this increasing evidence to go to the

*See page 36 for a review of one of the best of these, *The Truth About Your Child's Reading*, by Sam Duker and Thomas P. Nally.



for INTEGRATION of Information...

There's Nothing Else in the World like Our Wonderful World



18 Volumes...
8,500 pages, most of them
with color... 460 full color
plates... more than 80,000
index entries... extensive
bibliographies.

Answers beget more questions. The youthful inquirer about Columbus finds rewarding information on the subject in *Our Wonderful World*... including an account of the great voyage of discovery as recorded in the Admiral's personal journal. Beyond this, *Our Wonderful World's* unique "thematic" organization lures the reader into other unexpectedly related subjects. This is true integration... information becomes more meaningful because it is understood in proper perspective with related facts. When you see *Our Wonderful World*, you, too, will agree that this entirely different new reference for young people *belongs* in every school and library.

Teachers: Earn extra money in your spare time presenting *Our Wonderful World* to families in your community. Write to: Mr. James Parker, Dept. 612, Sears, Roebuck and Co., Chicago 8, Illinois.

SPENCER PRESS, Inc.

School and Library Division
N. H. Gilbert, Director
179 N. Michigan Avenue
Chicago 1, Illinois

Publishers of The American Peoples Encyclopedia and The Children's Hour. A Publishing Affiliate of Sears, Roebuck and Co.

opposite extreme and speak of the superiority of the woman. This merely compounds the past errors.

What we do observe is that the pictures of the ideal woman and the ideal man come closer and closer together in the minds of our people as educational standards are improving. Women have now proven amply that they, too, can be self-assertive, foresighted, aggressive and able to withstand pressures. Men, on the other hand, no longer look on patience, kindness and gentleness as exclusively feminine characteristics.

Again we must beware of distortions: there is no claim that men will cease to be males and women females in favor of a nondescript synthetic third sex. But it is time to recognize that the existence of *some* definite differences between the sexes does not warrant the exaggerated dividing lines the moralists of former generations drew in creating the now traditional picture of male and female virtues. As we are coming increasingly to see marriage as a relationship in which husband and wife grow and mature together, there is less need for them to hide behind artificial sex attributes.

Perhaps the most striking example of this shift in parental ideals is the increasing participation of the father in the care of his infant children. I realize that there are some psychologists and psychiatrists who think this trend has inherent dangers. Yet such sharing in the care of an infant has not shown itself in our young families as wiping out the basic identity of man and woman; it merely gives the tender husband (and we all seem to approve of him) a chance to prove himself a tender father as well.

Uncertainty about standards

Another shift which we can begin to discern in this world of changing values relates to the parents' concept of their role as bearers of cultural traditions. Today change takes place at so rapid a pace, and in such radical ways, that the connecting link from generation to generation must of

necessity be flexible. But seeing the need for this and acting upon it are two quite different things. Might we not ascribe some of the confusion of parents to their uncertainty as to just how far they should still impose their own standards and how far they should help their children adjust to a new and different world? Is this not one of the reasons why parents today are more uncertain than were their elders as to how much control they should exert over the lives of their teenagers?

It seems to me, too, that in yet another aspect parents are responding to the impact of change around them: they no longer find full satisfaction in sole preoccupation with the task of child rearing. Increasingly they pursue mutual interests as husband and wife, apart from their parental life, and yet enriching it.

Ambition to do a better job

One of the strange contradictions in the recent attacks on parents is that they have been accused simultaneously of being neglectful of their duties and of being overconcerned with their responsibilities. It would be an idle task to speculate whether today's parents or those of yesteryear showed more devotion to their children. But in one respect, parents today seem to have enlarged their ambition. Aware of the many contributions new scientific knowledge has brought to their task of child rearing, they want to acquire and utilize this knowledge.

It is well nigh impossible to estimate the number of parents involved today in the wide spread of parent education activities. That they are poorly served at times by those who try to offer guidance does not detract from the basic significance of this new parental ideal: informed parenthood. And parents do not seek this guidance to shed their responsibilities, but to do them more justice.

Of course, no progress comes without a price, and it is inevitable that such new knowledge will put burdens on parents—be it the burden of hesitancy ("What is the

correct way of facing this problem my child presents?" or of retrospection ("Does my child have this problem because I failed to give him proper care?"). And certainly we have indications that some parents are stimulated by this new knowledge to imagine problems for which there is no rational basis. We can freely grant all these criticisms and yet insist that, over all, the gain makes itself felt positively and persistently.

The concept of security

One of the earliest thoughts parents absorbed from the field of child guidance was recognition of the child's basic need for security. Undoubtedly this has become today the most widely accepted principle of child care. Yet in recent years even this cardinal principle of child care has been attacked, often as violating what the critics saw as the American spirit of rugged individualism and independence.

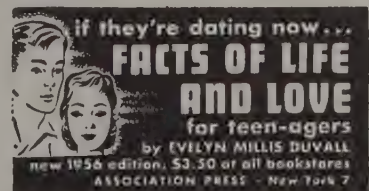
It is, of course, precisely this independence and mature functioning which results from an uninhibited sense of utter security in the infant, and which is its ultimate objective. Once he has absorbed it, he will be able to venture forth, with his parents' guiding hands, slowly developing his sense of responsibility. Those who feel that security for children represents a modern softening of the American fibre might be asked: Were not our forefathers in many ways much more security-conscious than we are, in terms of family living? If we think of the rigid patterns of courtships, of the elaborate system of parental approval of a marriage, the insistence on financial security before a home was established, and the careful system of chaperoning, and compare these cautious customs with the initiative and venturing forth of so many of our young people, we are likely to wonder which generation is the more rugged in this respect.

I have already indicated how close the concept of security is to the development of responsibility, and the word *responsibility*, of course, leads us straightway to the controversial problem of the management

of discipline. Here again, the problem lies not so much in the lack of a proper ideal, but rather, in the parents' quandary: how to find new ways of discipline which will fit today's pattern of family life?

You all have read and heard of the many demands by public officials, by distinguished jurists and civic leaders that we go "back to the woodshed." This brings to my mind an amusing incident a few years ago when I had occasion to point out to a colleague how parents' ideals do have to be adjusted to our changing world.

I was participating in a panel in Michigan. It dealt with juvenile delinquency, and one of the panel members was a police official. All evening long he had followed a rather progressive line in his comments but toward the end, in responding to a challenge from the audience, he suddenly burst out with the statement: "Of course, I really think a horse whipping would do some of those boys an awful lot of good." I immediately said to him that my boy certainly wouldn't mind getting a horse whipping from me. Knowing my views on corporal punishment, the man looked at me suspiciously and said, "There's some trick behind this." To which I responded, "By all means. You see, if I gave my son a horse whipping, we would have to have a horse whip, and if we had a horse whip we would have to have a horse and buggy and big barn and a nice barnyard, all those things you enjoyed in your youth. And if my son had all those privileges, he would indeed not mind a horse whipping. But what you are trying to do is to bring out of your sunny past just the horse whip and not what goes with it. And that just can't be done."



Much has been written about an unhealthy overdependency of parents on experts. There is no doubt that this exists but most of it has been described to us by psychiatrists who have seen evidence of it in their own patients. Sick people will develop such overdependency, whether on the expert or on a friend or their own mother, but there is little justification for applying wholesale such clinical observations of sick people to parents in general. Over the past 25 years parents have learned to use the professional services of the pediatrician with good results for their children's physical health. There is no reason to assume that they will not learn to use to good advantage expert advice on their children's emotional development.

The experts' competence

Yet, there are stumbling blocks here, and one of them again comes from another type of pseudo-expert. All of you must have heard or read this message to parents: "You're the experts, you know better than anyone. Follow your own good common sense." This is rank foolishness. To be sure, the parent knows his own child best, nobody would deny that. But the expert knows about children, many children, and from careful study he has acquired knowledge which is not available to the parent, yet may be essential to deal with the child's problem.

Let me illustrate this point. Nobody knows better that old rickety and indeed crotchety family car of ours than I do. I know its squeaks and rattles, its failures to start and its grinding motor noises. I know just how to handle that loose clutch pedal to get me through heavy city traffic. But when I take the car to the garage to have some of these troubles fixed, the mechanic does not tell me, nor would I let him tell me: "You're the expert, you know this car better than anyone." You see, I know my car, to be sure, but I do not know auto-mechanics.

Let me just reiterate: We *do* have experts, and they *do* have at their command

tested knowledge in many areas of child care, and careful, sound methods of approach even in areas where we still move on the basis of assumptions. But a true expert also knows the limits of his competence and of his function and recognizes freely the great contribution the parent makes in applying available knowledge to his *own* child, as it fits his *own* family situation.

Some of the critics of parent education condemn it as an attempt by the experts to foist themselves on the parent. It is a definite historical fact, however, that things went the other way around. First, parents got together to try to improve, out of their own resources, their ways of child rearing; and when they needed additional help they came to the experts and enlisted their aid.

Parent education today is becoming as much a part of the American scene as health education became decades ago. Good parent education does not minimize the parents' role; to the contrary, it tries to enhance and strengthen it. Good parent education does not aim at supplanting the parents' individual ideals with synthetic laboratory products; on the contrary, it recognizes its auxiliary role and directs its effort toward helping parents to define and pursue their own ideals in this world of changing values.

Challenges to parents' ideals

In this connection, I would like to mention briefly two areas, one of national and one of international concern, which challenge parents to re-examine and perhaps re-adjust their ideals.

The first one pertains to the problems of desegregation. Up till now, following the memorable decision of the United States Supreme Court, we have been thinking about this new challenge in judicial, legislative and administrative terms. To be sure, these are steps that need to be taken, but thoughtful persons have long since recognized that ultimately desegregation must find its firm foundation in our homes, in our families. Only as parents can wholly

accept for themselves and, by their wholehearted acceptance, pass on to their children the truth that all men are created equal, will we be assured that the Supreme Court's noble edict will indeed become a guiding principle in American life.

For the challenge facing parents from the international scene, I would like to give you the words of the distinguished former director-general of the World Health Organization, Dr. Brock Chisholm. In a speech entitled, "A New Look at Child Health," given at the National Health Assembly in 1948, he said this: "It is quite clear that we must learn to live in peace with each other throughout the world. If we do not, there is little prospect that our children will finish their lives according to the statistical predictions on which life insurance companies depend. In fact, there is little prospect that any but a few of our population, a very small minority, will survive the next 20 or 25 years if we go on being the kinds of people we have been, and if we allow our children to reproduce our patterns. It is well worth our while to look at the way we were brought up, the way we were developed, and hope to find out what is wrong with us, so that we may prevent our children from assuming these same patterns." And then Dr. Chisholm goes on to say that it is in the application of enlightened child rearing practices in the world that he, the international statesman, sees the hope for the future.

Needed: the worldwide outlook

What a long step—from the intimacy of our homes to the arena of international politics! And yet, are we not expressly considering "Parents' Ideals in a WORLD of Shifting Values"? Let us face it: all of us, as parents, must lift our sights beyond the confines of our community and our nation and realize that we will not do justice to our children if we fail to convey to them an appreciation of the fact that now our aspirations, our goals, in fact our ideals, must reach out into the world.

**colorful books for . . .
. . . fun and knowledge**

**PUDDING'S
WONDERFUL
BONE**



Written and illustrated by Lisl Weil

A picture book with zany, irresistible dogs gallivanting on every colorful page, and a story that bears repeating. *Ages 3-6—\$2.50*

**TINA AND THE
TOO-BIG DOLL**



By Neil Anderson

3-color pictures by Mary Katherine Wiggins

A happy story about Tina and what happened when someone gave her a merry-looking, wonderful, but enormous doll. Fun for reading aloud and for beginning readers, too. *Ages 5-9—\$2.50*

**MICKEY'S
MAGNET**



By Franklyn M. Branley and Eleanor K. Vaughan

2-color pictures by Crockett Johnson

A colorful, funny, but thoroughly scientific book which will bring to very young boys and girls real important knowledge about magnetism. *Ages 4-8—\$2.50*

At your local bookseller

**All Crowell Juveniles
Are Cloth Bound**

THOMAS Y. CROWELL COMPANY
Founded 1834 • New York 16



Book Reviews

Child Development

By Millie Almy

New York: Henry Holt, 1955. \$4.50

A new approach has been chosen by Millie Almy in her recently published text on child development. This is the use of case histories to show clearly and simply how development embraces both continuity and change. The histories are those of six boys and girls whose family background, personality, and progress toward adulthood have evolved from Dr. Almy's study of data assembled by the Harvard University School of Public Health. The real children on whom these fictionalized characters were based were studied from the time of birth until the age of 18 in the Department of Maternal and Child Health, and their lives yielded rich material indeed for such use as the author has made of the data. Dr. Almy's strong belief in the use of actual descriptions of child behavior to make her subject come alive is also reflected in her lavish use of such illustrations from her own work, from her students' contributions, and from many other sources.

In her general outline the author steers away from the obvious and conventional, and plots her way instead under such headings as biological, social, and psychodynamic aspects of development in the various age periods covered. These run from conception through the adolescent years, the prenatal period being discussed in somewhat greater detail than in most child development texts.

What Dr. Almy has included in her book,

she says, has been determined largely by her experience with "students just beginning their study of child development." This reviewer questions how the usual run of beginning students would react to this text without the enlivening and enlightening guidance of so thoroughly prepared a teacher as the author. A less experienced and able person, even with the help of the varied types of suggested study problems sprinkled throughout the book, might find himself unequal to matching the author's enthusiasm for the particular method outlined.

By her original handling of her material the author avoids one hazard that has trapped some writers in this field, that of becoming bogged down in reporting such a mass of research studies that the student is in danger of being confused. It takes thorough grasp and understanding to be selective, an accomplishment which the author here achieves.

MARION L. FAEGRE,
U. S. Bureau of Standards

Facts of Life and Love for Teen-Agers

By Evelyn Millis Duvall

New Revised Edition

New York: Association Press, 1956. \$3.50

This book, designed for teen-agers, is based on the assumption that boys and girls who understand male and female physiology and something of the problems of marriage will have a good chance of getting along together satisfactorily.

Mrs. Duvall's book, however, could have been two books. One part is a summary of biological facts, while the other part is a sympathetic and nonmoralistic talk to young people about manners and mores and big and little problems.

The author promises no panacea, even when youngsters know the facts. She says quite frankly, "Dating, courtship, and being in love are not all fun. Life gets pretty complicated at times." Nor does she attempt to equate happiness with a fund of

clinical facts and psychological insights. But she reminds her readers that they can know that orange juice is full of vitamin C and still greatly enjoy the taste of it.

Not all parents are going to agree with Mrs. Duvall. Many of us would prefer to have the author's excellent help with such questions as dating, telephone calls, entertaining and other everyday concerns without having in the same book information about having babies before marriage, abortion, venereal disease, prostitution, homosexuality, the RH factor, heredity and the three stages of labor.

However, to be fair to the author, it is probably true that her level-headed discussions of masturbation, of how far to go in petting, how and when and why to say "no," are more meaningful because they follow her clear and accurate information on how girls mature and boys become men. Likewise, the last section of this book, "Heading Toward Marriage," forms a realistic sequence to her analyses of such questions as "going steady" and how you can tell when you are in love.

With the exception of an inaccurate statement of the Oedipus myth, the author does a good job of simplifying, and still keeping intelligible, medical, psychiatric, social and ethical concepts that are involved in boy and girl relationships.

For parents who want to consult this book for help in dealing with their youngster's problems and questions, the index is a valuable addition to the revised edition.

LOIS G. HOWARD

for the Book Review Committee

Mental Hygiene in Public Health

By Paul Lemkau, M.D.

New York: McGraw-Hill Book Co., 1955.
\$8.00

Six years ago the publication of the first edition of this book by Dr. Lemkau was something of a milestone in that it reflected the changing concepts of the modern public health movement. The wealth of new

material incorporated in the second edition of this comprehensive text is a measure of the remarkable general progress that has been made in the short span of six years in understanding and applying mental health principles to public health programs.

Dr. Lemkau, a psychiatrist and public health administrator, presently serving as Director of Mental Health Services for the New York City Mental Health Board, succeeds admirably in presenting a balanced discussion of theory and practice. His synthesis of knowledge and ideas from many fields is something of a creative achievement. His mature judgment on controversial points or on program suggestions is refreshing. His writing is consistently imaginative and stimulating.

The first section of the book deals with the broad fields of mental hygiene and public health, their basic concepts and objectives, the professional disciplines contributing to them, the organization and administration of their services and the methods they use to achieve their objectives. A valuable critical analysis of mental health education techniques is included. Problems associated with human communication are nicely dealt with, too.

The remaining two-thirds of the book deal with the chronological stages of human growth and development. Brief summaries of the physical, behavioral and emotional framework of the human being at each crucially different period of his life are followed by a discussion of the major problems to be surmounted and the probable deviations to be met. Particularly noteworthy is the discussion of a frequently neglected field, factors affecting the baby before birth which contribute to future cerebral development and personality formation.

Throughout the discussion of these stages of development, the focus is on organized community efforts that can be, or are being, aimed at building healthy personalities. These include early diagnosis, counseling and treatment; but such elements are

touched on lightly, and preparation to meet general or specific situations of stress is emphasized. Individual case reports are used to illustrate salient points.

A major share of attention is devoted to mental hygiene principles and practices that can be applied in organized services ordinarily administered by health departments (such as child health conferences, tuberculosis control programs, and public health nursing services). However, other organized community services such as school guidance, premarital and marital counseling, the industrial hygiene activities are covered also.

Friends of the Child Study Association will be interested to know that the "small discussion group" (no more than 15 persons meeting at regular intervals over a period of time), if properly led, is looked upon by Dr. Lemkau as "probably the most efficient technique for learning the insights that mental hygiene has to offer and for attaining the attitudes necessary to make them effective in daily living". The Child Study Association of America is specifically mentioned in his text as an organization capable of providing valuable assistance to the health officer in program development.

The book concludes with a tantalizingly brief discussion of the community as a social organism and the status of mental hygiene in public health. Here Dr. Lemkau approaches the concept of public health expressed by Rudolph Virchow, a German physician who pioneered in this field over a hundred years ago: "Medicine is a social science, and politics nothing but medicine on a grand scale."

If any criticism can be offered of Dr. Lemkau's book it is that, as a mental hygienist, he skirts the issue. Virchow's thought may have been too grandiose, but there are significant social issues and public policies which are being affected today by mental health principles. One need only cite racial integration and the slow change of law and court procedure in our own country; the approach to rehabilitation of "problem families" in England and Hol-

land; or the use of adoption as a conscious instrument for social improvement in Germany. All such measures fall truly within the broad scope of public health and require the services of a mental hygienist as well as the social scientist.

ALFRED YANKAUER, M.D.,
New York State Dept. of Health

Children's Thinking

By David H. Russell

Boston: Ginn & Co., 1956. \$5.50

This is a sound and highly readable book which will be of interest to both parents and professional people. The book is comprehensive and includes the results of more than 1,000 research studies of how children think. These research studies cover all aspects of children's thinking, and include foreign as well as American work. There is no other book of this scope and excellence available on the way in which children think, and Dr. Russell has performed a service in making this material available.

The book begins with two chapters on the backgrounds of children's thinking: one a general discussion of the nature of thinking; and the other an outstanding summary of the mental development of children. Part II is devoted to the materials of children's thinking and includes chapters on percepts, images and memories, concepts, and on the role of emotions and attitudes in thinking. The review of children's concepts is particularly good. Part III discusses the processes of children's thinking and includes chapters on associative thinking and fantasy, concept formation, problem solving, critical thinking, and creative thinking. The book closes with two chapters concerned with the improvement of children's thinking in which Dr. Russell, while noting how little we yet know in this area, carefully summarizes the information we do have available, and discusses in some detail a selection of recent books on the improvement of thinking.

The reader will readily find out what we

currently know on any of these aspects of children's thought, and with the aid of the selected bibliography following each chapter, and the very complete bibliography appended to the book, will be able to read further in such subjects as he desires.

ORVILLE G. BRIM, JR.,
Russell Sage Foundation

The Natural Childbirth Primer

By Grantley Dick Read, M.D.

New York: Harper & Bros., 1956. \$1.50

Dr. Grantley Dick Read's new book *The Natural Childbirth Primer* is a skeletized version of his original work *Childbirth Without Fear*.

The author repeats his basic concept that pain in childbirth can be greatly relieved by reducing the tension associated with fear. He emphasizes again the place of education in preparation for childbearing: correct breathing, relaxation and exercises.

Dr. Read has made a sound contribution to modern obstetrics. He stemmed the tide of those extremists who treat all women with large doses of sedatives and deep anaesthesia, so that the mother is completely unconscious during labor and delivery. He recognized that some women receive tremendous emotional gratification from taking part consciously in the birth of their babies.

However, as the result of Dr. Read's work there has developed a superior attitude among the more rabid "Read Method" mothers, strengthened by articles in some popular magazines, which implies that delivery of a baby by any way other than this is "Unnatural Childbirth." This places an unfair burden on those mothers who want to partake of this experience. Too great a premium is placed on "success," which is equated with going through labor with a minimum of pain-relieving drugs and no anaesthesia.

The balanced obstetricians know that there are many women who are fearful of

this approach to labor. They recognize that education in childbirth is, after all, a superficial tool in allaying deep and unconscious fears. Modern obstetrics has contributed many valuable means to relieve and assist a woman in labor. In the hands of the well-trained obstetrician these are boons, not banes.

The obstetrician and the nurse-teacher must explain to the expectant mother who is interested in the Read method that accepting some relief from pain is not a sign of weakness. These women must be told that so-called "success" is no special badge of motherhood. There is no proof that the mother who is awake at her baby's birth will be a sounder or warmer mother than the woman who was unconscious at delivery. The most that one can say for some mothers who have partaken consciously of the birth of their baby is that they have had a deeply gratifying emotional experience. Let us not be unaware, however, that the choice of the Read method is sometimes made for most questionable reasons. There are women who make this choice to prove to themselves that they are women. There are others who have had such frightening experiences with anaesthesia that loss of consciousness terrifies them.

The obstetrician must try to make the delivery of a healthy baby to a healthy mother a positive, gratifying experience. He must individualize his patients and recognize that some will do well with the Read method and that others would do better with drugs and anaesthesia. At all times he must respect the wishes and desires of the patient as long as they can be safely and realistically achieved.

A large part of this small book is made up of excellent photographs showing positions for relaxation during labor and some simple exercises for the preparation for delivery. Anyone following a woman through labor is soon convinced that exercises and breathing are helpful not only for relaxation and preservation of strength but also as a means of distraction—they give the woman something to do.

Dr. Read has also emphasized the importance of having husband, nurse or friend present to give the mother support during labor. Such support is invaluable in the trying transition phase and the second stage of labor.

There is a chapter on the hygiene of pregnancy which does not lend itself to such a brief and superficial approach. The discussion on food represents Dr. Read's personal bias about this important aspect of prenatal care. It is written very unscientifically and suffers badly in comparison with some of the more recent books on this subject. He says, "Just eat ordinary straightforward food; there is no necessity for capsules or tablets or anything else if you are on your normal diet, unless at your antenatal clinic your medical man thinks there is some indication of shortage, but that happens to very few people indeed. This modern custom of filling yourself up with capsules and tablets of calcium, vitamins and all those things is really quite nonsense." What Dr. Read has said is misleading. There are patients who do not know what a "straightforward, normal diet" is. There are mothers who do not get enough sunlight, so that Vitamin D is an important supplement to their diet. There are others, especially among our clinic patients, who are very anemic and need those "nonsensical" iron pills.

In the chapter on exercises, the author says, "Don't do any exercising with your arms above your heads." This advice is probably based on the old superstition that this may strangle the baby, which is unfounded and untrue. In the same chapter, page 42, exercise number six, it is stated that this exercise increases the circulation under the breasts and appears to enhance the establishment of adequate lactation. This is unfounded. All it can do is strengthen the pectoral muscles.

When viewing television we are prepared for the inevitable commercial but it was quite startling to find this book ending with pictures of the Grantley Dick Read maternity belt, supporter and brassiere.

This book will be of limited value to those mothers who want a quick, brief understanding of Dr. Read's method of preparation for childbirth. It should be supplemented by one of the more thorough books on pregnancy and childbirth.

NORMAN PLESSETTE, M.D.

The Truth About Your Child's Reading
By Sam Duker and Thomas P. Nally
New York: Crown Publishing, 1956. \$3.00

A forceful reply to the book *Why Johnny Can't Read*, by Rudolph Flesch, this book is readable, lively, authoritative, well documented and, above all, constructive. While paying considerable tribute to Flesch's abilities and early work, it rips into the "Johnny" book from stem to stern.

The authors set forth the reasons for the methods employed in the teaching of reading today in the best of our schools. They review the study and experimentation that has gone into the evolution of our techniques, make it clear that the phonic method is still widely used and completely acceptable as one among a variety of approaches to the teaching of reading and not, as Flesch claims, utterly abandoned. They criticize Flesch for aiming at more "word reading" rather than reading comprehension, for seeming to assume that all children have equal capacity to learn and for offering a foolproof system that "always works" if employed by parents on their youngsters out of school hours.

There is also an interesting section on the "word recognition" method of teaching and why it has held a place in our schools. All this makes clear to those who are willing to read attentively many of the whys and wherefores of what is going on in the classrooms. If we, as laymen, are to judge the schools, these authors feel we must know the whole story.

In the last chapter, we find practical and concrete suggestions for what dissatisfied parents can do about the situation — the

need for their visiting schools, how appointments to do so might be made and how to go about getting a rating on the effectiveness of a reading program in a particular school. They caution parents that only as groups, and not as individuals, can they be successful here.

This book is no whitewash of our public schools. The authors admit to grave defects and enormous variations in standards, but feel that only as parents become informed and active will the necessary reforms be made. They point up the magnitude of the problem in a day of rapid population growth and in an era when we are committed to the principle of universal education. They show how schools often operate under crippling conditions of overcrowding and inadequate budgets.

To the parent who has been stunned and confused by recent wholesale accusations leveled at our schools, this book will bring much light and so renders a great service.

ANNA W. M. WOLF
for the Book Review Committee

On Call For Youth: How to Understand and Help Young People

By Rudolph Wittenberg

New York: Association Press, 1955. \$3.50

Parents, teachers and youth group leaders who turn to *On Call For Youth* for help in deepening their understanding of young people's feelings about themselves will find much that is challenging. In the first section of the book under such headings as "I'm no good," "I don't care," "I have no date," "I know I should, but—," and "I want to be left alone," Mr. Wittenberg sensitively interprets what may well underlie these overt expressions.

His use of simple examples out of his own experience as case worker, group leader and psychotherapist is effective. Though psychoanalytically oriented himself, Mr. Wittenberg resists the temptation to resort to analytic vocabulary and the more bizarre types of cases. His illustrations do much to clarify developmental principles.

The second section of the book, "Toward Greater Objectivity," focuses more definitely on the role of parent and youth worker in being effectively "on call." The much briefer third section, "Beyond the Horizon," presents a simple but effective picture of the nature of groups which affect youngsters, and gives particular attention to some of the ways in which striving for acceptance and popularity may be destructive to the basic integrity and happiness of the individual.

Throughout the three sections, by use of concrete example, Mr. Wittenberg convincingly conveys to the reader his conviction that first, we should not be too confident that we can really understand youngsters; second, that we should recognize the value of greater understanding of our own shortcomings as a means of understanding youth better; and third, that in place of advising, controlling, or actively guiding we would do well to stand by, listen, and help young people discover their own solutions to the problems they face.

The nature of the adolescent's changing sexual feelings and their effect on parents is convincingly interpreted. So is the fact that young people may feel the need to turn toward adults other than parents for counsel. The concept of the "popular isolate," the individual who is a big wheel but has very few meaningful friendships, is one which has not been too often considered. And these are but examples of a number of provocative ideas presented.

If one takes the sub-title of the volume seriously, this book is another "how to" publication. Fortunately it does not rest on simple tricks, smooth techniques or easy formulae. Persistently but not tiringly, Mr. Wittenberg presents the middle of the road approach, and the inadvisability of hasty generalizations.

On Call For Youth is not a great book. But it does, in its simple yet sound way, have something of substance to say to those of us who live and work with young people.

ERNEST G. OSBORNE,
Professor of Education

New books about parenthood and family life

Selected by the CSAA Book Review Committee, Mrs. Mary W. Colley, Acting Chairman

Books for parents

FACTS OF LIFE AND LOVE FOR TEEN-AGERS. By Evelyn Millis Duvall. Association Press. Revised, 1956. 426 pp. \$3.50. A useful book for both the teen-ager and his parents. The author has a lively understanding of young people's need to know how to behave with each other in a variety of situations, as well as a knowledge of their inner conflicts during these years of rapid development.

The first section—which one might have preferred to see last—deals with the physiology of sex relations and reproduction in a detailed and detached manner. To some it may seem a bit out of keeping with the tone of the rest of the book, but the information is clear and correct.

GIFTED CHILDREN: *The Cleveland Story.* By Theodore Hall. World Publishing, 1956. 90 pp. \$2. Describing the Cleveland Major Work Class program, this book focuses on the education of the gifted child. As an account of the program of just one school system, it is concrete and challenging, even though there is no detailed discussion of the question of these children's social adjustment and no followup studies. Recommended for parents and teachers.

HOW TO HELP YOUR CHILD WITH SCHOOL-WORK. By Alice Rebentisch. Universal Books, 1956. 156 pp. \$1.95. A straightforward, practical guide for parents about how a child learns. There are concrete suggestions on how parents might work with teachers to help a child with school work. Useful and reassuring, it points out **specific ways to secure a child's interest and cooperation in both learning and everyday living.**

THE HUMAN HEREDITY HANDBOOK. By Amram Scheinfeld. Lippincott, 1956. 276 pp. \$3.95. A handbook for the general reader which summarizes briefly what we do and do not know today about human heredity. The author dis-

cusses the problem of inheritance of physical, mental and behavioral characteristics as well as diseases and defects. Among other helpful features is an appendix with a listing of Human Heredity and Infertility Clinics. The author enjoys a high reputation among scientists for his ability to simplify without violating the truth.

YOUTH: *The Years from Ten to Sixteen.* By Arnold Gesell, M.D., Frances L. Ilg, Ph.D., and Louise Bates Ames. Harper & Bros., 1956. 542 pp. \$5.95. Although limited to a study of small numbers in each age group, the results yield material on teenage behavior in well-to-do middle class families with above average education, and provide parent readers from these groups with happy surprises of recognition and reassurance. It lists and clarifies many puzzling aspects of behavior, emphasizing the transitory phases of development, but does not attempt much in the fields of emotional disturbance, sex awareness or group and family relationships.

Books for parents and professionals

NEW LIVES FOR OLD: *Cultural Transformation—Manus, 1928-1953.* By Margaret Mead. William Morrow, 1956. 548 pp. \$6.75. According to this author, a primitive people in 25 years leaped ahead 4000 years from a tradition of rigidity and competitiveness and embraced the modern ideals of the Western world. Though there will be those who might wish to question some of the author's conclusions, she is stimulating as always. It is heartening to learn that, given the proper incentives, people can and do change.

WHAT WE LEARN FROM CHILDREN. By Marie I. Rasey and J. W. Menge. Harper & Bros., 1956. 164 pp. \$3. Two experienced teachers give an account of their recent re-examination of how children learn and develop,

which is at once understanding and humble. Their faith in each child's potential for growth will prove both enlightening and inspiring to parents and teachers. Here is a concrete description of a unique school for children who present special difficulties. The authors demonstrate that help for such children must ultimately be based on the child's own needs and his special ways of reacting to experience.

Books for those who work with families and children

CHILDREN AND OTHER PEOPLE: Achieving Maturity Through Learning. By Robert S. Stewart and Arthur D. Workman. Dryden Press, 1956. 276 pp. \$2.25. Though written primarily for teachers, parents, too, will find this discussion of the child's emotional growth illuminating and helpful. Based on a psychoanalytic view of infancy and early childhood, the authors offer a wise approach to the typical problems of the early years. They emphasize the importance of adults understanding themselves in order to help their children. There are several excellent chapters on the difficult child in the classroom and what the teacher can do to help him become a member of the group.

CHILDREN'S THINKING. By David H. Russell. Ginn & Co., 1956. 449 pp. \$5.50. A thorough, scholarly presentation assembling the researches from all over the world in the past 70 years on how children's thinking changes and develops as they grow. Written with clarity and an essentially human approach, this is nevertheless a book which must be read carefully by anyone seeking to apply its findings to the practical problems of child management. If so read, it can be immensely valuable.

EDUCATION OF CHILDREN OF ABOVE AVERAGE MENTALITY. By D. A. Worcester. Univ. of Nebraska Press, 1956. 68 pp. \$2. A plea for the accelerated program for gifted children. Although written for school personnel, this book dealing with the question of the education of the gifted child may also be interesting to parents. The author does not truly compare the "accelerated" and the "enriched" program, though such comparison is part of the current educational controversy.

THE EMOTIONALLY DISTURBED CHILD. Papers on Diagnosis, Treatment and Care. By Margaret Wilson Gerard, Ph.D., M.D. Child Welfare League of America, 1956. 168 pp. \$2.25. A collection of scientific papers detailing in lucid but by no means simple language the author's conclusions about the symptoms and causes of emotional disturbance in childhood, gleaned from a lifetime of research and experi-

ence as a child analyst. Includes extensive bibliographies and some engrossing, lengthy case histories of children in treatment. Fresh, informative reading for the professional with psychoanalytical training and orientation.

MENTAL HEALTH AND INFANT DEVELOPMENT. Vol. I: Papers and Discussions; Vol. II: Case Histories. Edited by Kenneth Soddy, M.D. Basic Books, 1956. Vol. I, 308 pp.; Vol. II, 289 pp. \$4.50 each. These two volumes present the proceedings of meetings on Health and Infant Development held in England in 1952 under the auspices of the World Federation for Mental Health. Volume I contains studies by 24 leaders from the fields of psychiatry, psychoanalysis, psychology and social work, with case material collected from the United States, France and the United Kingdom. The broad range of subjects results in a stimulating and comprehensive summary of recent findings on development and behavior in infancy and early childhood as well as of mental health problems related to these periods. Specific and thorough case studies, which could be useful for teaching purposes, are given in volume II.

Books on special subjects

CRESTWOOD HEIGHTS: A Study of the Culture of Suburban Life. By John R. Seeley, R. Alexander Sim and Elizabeth W. Loosely. Intro. by David Riesman. Basic Books, 1956. 505 pp. \$6.50. This book is one outcome of the Mental Health Project of the National Committee for Mental Hygiene (Canada) and is a thoroughgoing five-year study of daily living in an American upper-middle-class suburb. The authors describe patterns of thought and action into which all are pressured to conform whether they know it or not. Of particular interest to parents is the finding that the school emerges as a social institution of such importance that it dominates the community.

EDUCATION AND MENTAL HEALTH: A Report Based on the Work of a UNESCO-Sponsored European Conference. By W. D. Wall. Distributed for UNESCO in the U.S.A. by Columbia Univ. Press, 1956. 347 pp. \$3. This report, based on a 1952 European Conference called by UNESCO, deals with our present knowledge of mental health as it affects education in its broadest sense. The book focuses squarely on the developing child's emotional and social learning as well as on his intellectual capacities, and includes sections on children with handicaps, on teacher training and on the relation between home, school and community. Though presented in terms of the European scene, the material is equally valid for the U.S.A. and Canada. The

type is unfortunately small, but the text is very readable.

FRATERNITIES WITHOUT BROTHERHOOD: *A Study of Prejudice on the American Campus.* By Alfred McClung Lee. Beacon Press, 1955. 159 pp. \$1.95. This survey describes how college fraternities on a few campuses have instituted democratic changes in sharp contrast to the racial and religious prejudices rampant in others. The author, a fraternity man, believes that democratizing fraternities and sororities, rather than abolishing them, is the answer to the problem. Though not the last word on this subject, this book may be helpful for parents of young people approaching college age who want to find out where undemocratic fraternity systems still prevail.

HOW TO GET BETTER SCHOOLS: *A Tested Program.* By David B. Dreiman. Harper & Bros., 1956. 267 pp. \$3.50. This blueprint for cooperative planning to improve public education grew out of experiences, successful and unsuccessful, in all types of communities. Compiled by the National Citizens Commission for the Public Schools, it includes case histories covering a wide range of school problems. Also included are the practical details of conducting campaigns and a history of the remarkable work of this Commission and how it stimulated a grass roots movement which is now catching hold all over the country.

THE LEGACY OF SIGMUND FREUD. By Jacob A. Arlow, M. D. International Universities Press, 1956. 96 pp. \$2. A brief, excellently written account of Freud's contributions to 20th century thinking. It sets forth not only his main psychoanalytical theories, and how they grew, but also attempts to evaluate Freud as a biologist, neurologist, translator and literary stylist and shows how he has influenced the study of religion, aesthetics, mythology, anthropology, and sociology. Though the author is by no means a "popularizer," and presupposes a thorough knowledge of technical terminology on the part of the reader, his style is so easy that the book is always entertaining, often genuinely moving.

THE NATURAL CHILDBIRTH PRIMER. By Grantly Dick Read, M.D. Harper & Bros., 1956. 52 pp. \$1.50. The original exponent of natural childbirth presents his point of view about pregnancy and labor. Some of the medical statements may be open to question. The discussion of emotions during pregnancy is limited largely to the fear of pain. There are directions for breathing relaxation and exercise, with charts on the stages of labor. Useful for those who want to know about natural childbirth, though as a

treatment of pregnancy and labor even the layman may find it incomplete.

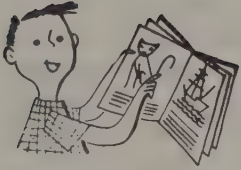
SLOW TO TALK. By Jane Beasley. Bureau of Publications, Teachers College, Columbia Univ., 1956. 109 pp. \$2.75. This unusual book combines a scholarly approach to a difficult problem with a very human appreciation of the child as a person. Emphasis is always on the child rather than the disability or the method. The author deals with deafness, physical anomalies and emotional causes for delayed speech, as well as with various kinds of schools for such children in their early years. No short cuts are offered, but there is a straightforward discussion of the factors which may have produced the condition and how it may be improved. Dr. Beasley suggests many concrete learning experiences which are calculated to stimulate the all-round growth of these children.

THE THIRD REVOLUTION: A Study of Psychiatry and Religion. By Karl Stern, M.D. Harcourt, Brace, 1954. 306 pp. \$4. A Roman Catholic psychoanalyst presents his reasons for believing that the basic concepts of psychoanalysis, once freed from a materialistic philosophy, are not only compatible with Christian ideology but confirm it. A competent treatment of a special point of view.

THE THREE R'S PLUS: What Today's Schools Are Trying to Do—and Why. Edited by Robert H. Beck. Univ. of Minnesota Press, 1956. 392 pp. \$5. Thirty-one educators, most of them on the faculty of the University of Minnesota, interpret modern education's differences from both traditional and progressive education and say why they believe these developments are necessary. Parents and others will find here stimulating ideas about education in its fullest sense.

THE TRUTH ABOUT YOUR CHILD'S READING. By Sam Duker and Thomas P. Nally. Crown Publishers, 1956. 181 pp. \$3. A forceful reply to the book *Why Johnny Can't Read*, by Flesch, this book is readable, lively, authoritative, well documented and above all constructive. While paying considerable tribute to Flesch's abilities and early work, it rips into the "Johnny" book from stem to stern. The authors give the reasons for the methods used in the teaching of reading today in our best schools.

This selective booklist is compiled by our Book Review Committee as part of its continuous evaluation of books for parents and workers in the child care field. Our policy, however, is to keep the advertising columns open to responsible publishers whether or not titles advertised appear on the Association's lists.



Latin America in books for boys and girls

Recent years have seen the shortening of distance and the strengthening of ties between the nations that make up the Americas. Along with this has come a steady movement of people from continent to continent. Families from the north go in growing numbers to Caribbean, Central and Southern regions, while Latin American families move into many mainland communities of the United States. Their children share school and play experiences.

One way of helping the children of these families get to know one another is through books—books which reflect and record the rich heritage and the culture their countries share.

In an article in *La Prensa de Nueva York*,* Muna Lee, State Department specialist in Latin American affairs, called attention to the fact that an abundant Inter-American literature is available, and she urged that ways be found to bring these books to the attention of young readers. Taking up this challenge, the Children's Book Committee of the CSAA set about compiling and publishing a list of books written in English about the Latin Americas as well as about our own Spanish-background regions, with help and guidance from Miss Lee and the Department of Labor of the Commonwealth of Puerto Rico and of the Pan American Union. This list is soon to be made available by the Pan

American Union as a supplement to its publication, *List of Books Accessioned and Periodical Articles Indexed for the Month*.

Because it is through stories that children come to feel, as well as to know, about the lives of others, most of the books listed are stories about boys and girls and families and their ways of life. Young readers will recognize many similarities and many differences in their own experiences, thoughts and feelings in such stories as Laura Bannon's *Hat for a Hero*, Mary and Conrad Buff's *Magic Maize* and Alice Kelsey's *Ricardo's White Horse*.

Children wherever they are have a great many stories and songs and games in common. French children have loved *Cinderella*, for example, and it is a favorite in English and in Spanish and in many other languages. The English song about the Duke of Marlborough who went to war is "Malbrough s'en va-t-en Guerre" in French and "Mambrú se va a la Guerra" in Spanish. The popular game "Arroz con Leche" resembles "The Farmer in the Dell," and "El Gato y el Ratón" is surely related to "Drop the Handkerchief." "London Bridge" is sung and played with many variations throughout the Western hemisphere.

While many fairy tales and folk tales are shared, others, like *Peréz the Mouse*, are not nearly so well known in North as in South America. Don Quixote and Sancho Panza, hardly more than names to our children, are good companions of children in

*"Libros Hispanoamericanos para los Niños de los EEUU", *La Prensa de Nueva York*, February 7, 1954.

Latin America. In Charles J. Finger's *Tales from Silver Lands*, in Harold Courlander's magnificent collection for the United Nations, *Ride With the Sun* and in other excellent collections of folk tales, the young reader is sure to find something concerning countries about which little other juvenile literature is available.

In the pages of adventure books boys and girls may travel, explore, risk danger and escape. Such stories as D'Arcy McNickle's *Runner in the Sun*, Armstrong Sperry's *Thunder Country* and Ronald Syme's vivid records of the explorations of Columbus, Balboa and Magellan will stir the imagination of young readers in any land.

Through the biographies of famous men and women of many countries, boys and girls may discover that the qualities which make for greatness are universal, and that the long fight for human rights and freedom has no boundaries however different the settings. Inspiring biographies include widely varied heroes: Arnold Whitridge's *Simón Bolívar: The Great Liberator*, Claire Huchet Bishop's *Martin de Porres, Hero*, Rose Brown's *Bicycle in the Sky* (about Brazil's pioneer of aviation, Santos-Dumont), Frank Slaughter's *Apalachee Gold* (about Cabeza de Vaca).

For some the appeal of a special interest or hobby—pets or parties, nature or stamp collecting—will spark a feeling of kinship with young people of other cultures. Pan American Union's *Who's Who on the Postage Stamps and Qué Rico* will appeal to the young enthusiast about stamps or cookery; *Christmas in Latin America* and *Folk Songs and Stories of the Americas* also have wide appeal. *South American Zoo* by Victor Wolfgang Von Hagen will exert its magic wherever children love animals.

In her introduction to Part 2 of the American Library Association's 1941 Booklist, Jean Gardiner Smith expressed the hope that books would be written about cities, mines, plantations, sports; and about children of educated as well as underprivileged families. There are still too few such

books. Translations—"the sharing of the best in children's literature in both continents"—are still meager. Missing entirely is poetry, such an important part of social and cultural life. Translations were found in only a few adult collections. Our children are fortunate in having a translation of Horacio Quiroga's *South American Jungle Tales*. The Brazilian stories, *The Armadillo and the Monkey*, by Luis Jardim and *The Legend of the Palm Tree*, by Margarida E. Baudeira Duarte, have been translated, as have a few collections of folk tales and songs. Perhaps some day our children will be able to enjoy English translations of the poems of Gabriela Mistral (Chile), and the stories of Adolfo Montiel Ballesteros (Uruguay) and of José Benito Monteiro Lobato (Brazil).

In her article, Miss Smith pointed out that "the fine books come not from a superficial glance, nor even from accurate observation alone, but because the author has an understanding of the country." Many books now available are thoughtful and sensitive, telling an interesting story without an obtrusive "message" or crusading goal. *At the Palace Gates*, by Helen Rand Parish, pictures life as it is lived by a youngster in Peru whose feelings are those of small boys everywhere. Stories like *Santiago*, by Ann Nolan Clark, give the young reader an opportunity to meet people whose daily life may be very different from his but whose feelings he may easily share. *The Green Song*, by Doris Troutman Plenn, tells through the appealing story of a tree toad's adventures just how New York City must look and feel to a child from Puerto Rico. *Constancia Lona*, by Alida Sims Malkus, is a perceptive story of a college girl in Ecuador.

Illustrations by fine artists abound. The work of Carlos Sánchez, Jean Charlot, Luis Jardim, Cândido Portinari, Carlos Merida, Kurt Wiese, Leo Politi and Laura Bannon enhances many of the world pictures of people and places.

In compiling the list, the Children's Book Committee found it impossible to maintain

any proportionate representation of countries in its selection of books. Were it not for a folk tale or song, and perhaps a biography or two, some countries would be missing from its list. Others, like Peru and Puerto Rico, are better represented. There are some especially fine stories about children of Latin American background in the U.S.A.: *And Now Miguel*, by Joseph Krumboltz, *The Palomino Boy*, by Don and Betty Embur, *Silver Fleece*, by Florence Crannell Means and Carl Means, to mention only a few. The greatest number of books continues to be published about Mexico. This is perhaps because its many regional cultures lend themselves to story-telling; and because of its comparatively short distance from home for English-speaking visitors and English-writing authors. Within the past year alone we have had a wealth of excellent books about Mexico for children of all ages: for four- to seven-year-olds, Clyde Robert Bulla's *The Poppy Seeds*; for seven-to-tens, Edward Tripp's *The New Tuba*, James Flora's *The Fabulous Firework Family*, Elizabeth Borton de Trevino's *A Carpet of Flowers*, Helen Rand Parish's *Our Lady of Guadalupe* and Dorothy Rhoad's *The Corn Grows Ripe*, about the Yucatan; for slightly older readers, Loretta Marie Tyman's *Julio*, Loren Good's *Pan-chito* and, for girls of 13 or so, Vivian Breck's *Maggie*.

The use of the term "Latin America" to describe geographical and cultural entities is obviously not precise. The Committee took courage and counsel from the statement of this dilemma by Hubert Herring in his definitive book *A History of Latin America* (Knopf, 1955). About the geographical problem he writes:

"We use the term Latin America . . . for that southern realm, today occupied by twenty sovereign states, knowing full well that the name is awkward and inaccurate . . . Were we to be logical, this southern world would be Indo-Afro-Ibero-American . . . but for lack of a better term we fall back upon 'Latin America'."

Brazil and Spanish-background regions

of the North American continent are included, though the emphasis of the list is on the Spanish-speaking lands, since they represent most of the people coming from Latin America to the United States. In our schools and libraries their children will find books about many lands and many cultures. The inclusion of books which express the validity of their own heritage is important to them and to their classmates. Indeed it is important to all of us.

The list is intended therefore to serve those boys and girls in the U.S. who are interested in other young Americans; those who have come to us from Latin American cultures and those in Latin America whose schools and libraries make use of books in English.

Good children's books are enjoyed for themselves, and the wise adult does not "prescribe" them to stimulate a certain reaction, even a desirable one. But the Children's Book Committee hopes that this list will provide parents, teachers and others with the resources and materials to help children of different cultural backgrounds gain the information and insight about one another through which warm feelings can grow.

KATHLEEN BERNATH

for the Children's Book Committee

Pamphlets free to members

Your membership in CSSA now entitles you to receive *on request* one free copy of each new CSAA pamphlet publication as it appears. Professional members will automatically receive this service.

New chair in psychiatry

A gift of \$400,000 from the Ittleton Family Foundation has made possible the establishment of a Chair for Child Psychiatry at the Washington University School of Medicine at St. Louis, the first endowed professorship in child psychiatry in this country. Our readers will be particularly interested in Chancellor Shepley's comment that this professorship will strengthen materially the University's overall program in child health and child development.

From a counselor's notebook

Parents, like their children, sometimes are divided between the wish to keep things "just as they are" and the need for growth in family relations

Mrs. R. came to the counseling service at the suggestion of the director of her son's nursery school. Tommy, almost four, seemed to the nursery school teachers to be less grown-up than most children of his age. He needed more help than the others in putting on outdoor clothing, his speech was babyish and he preferred to play alone. When he was unhappy or not feeling well he sucked his thumb. The teachers told Mrs. R. that they believed Tommy was an intelligent and sensitive child. He responded to story time with pleasure and sometimes added to the story or made comments that showed keen observation of things he had heard or seen. His play, too, showed imagination.

But Mrs. R. and her husband were concerned because in other respects Tommy wasn't measuring up to his nursery school group. Although they had been aware that he still had many baby ways, they had not realized that these traits might put him at a disadvantage. Mrs. R. expressed bewilderment that she had failed in helping Tommy to grow up and wanted to know what she and his father could do to correct the matter. They both loved their son very much and tried to give him the right care.

The counselor suggested that it might be helpful if Mrs. R. told her what things stood out in her mind as having been important from the time Tommy was an infant. Mrs. R. said that although she had very much wanted a child, she didn't be-

lieve she had ever held a baby in her arms for years before her own baby was born, and had supposed that mothers just naturally knew what to do when their babies arrived. She had been a junior executive in industry and had never kept house or cooked. In fact, she had stayed at her desk until a week before the baby came. If she had to do it over again, she thought that she would stop work at least six months before the baby was expected so that she would not be so overwhelmed learning how to run a home and care for a baby at the same time.

She knew that she had been terribly tense and thought maybe that was why the baby had had colic for many months. The doctor had said that the baby needed comforting and she had walked the floor with him until her back and head ached. Her husband had just gone into business for himself and was working from early morning until late at night. He felt he could not give up his rest and, she added angrily, "He wouldn't feed Tommy or diaper him or do anything for him."

The counselor asked whether perhaps the father had felt that they should not have a baby at the time they did. Mrs. R. said this had been true. She herself was in her early thirties and Mr. R. a few years older, and he thought that they were too old, not just in years, but in their habits. However, by the time Tommy was two years old and had "begun to be interesting"

his father's attitude had changed; he could not do enough for the baby.

Even though the doctor had said that the baby needed a lot of comforting, his mother had begun to think that by age two Tommy should be giving up his bottle ("he still has one at bedtime," she added) and toilet training should have been started. It was the father who had been reluctant to make any demands on the child. Mrs. R. had begun toilet training when Tommy was two-and-a-half and he was trained for daytime by three but still had accidents at night.

The counselor asked in what ways Tommy needed discipline and how his mother had gone about setting certain limits for him. Mrs. R. replied that Tommy had been easy to control. When he did such things as run into the street or start to touch something hot she found it enough to say "Baby musn't do that, Baby will get hurt."

The counselor believed that the crux of the problem was that these parents were not thinking of their son as a person but still regarded him as a baby. So she asked, "How do you think of Tommy now, as a little boy, as a person, or how?" Mrs. R. responded promptly "Why, as a miracle, of course. We just can't get over how wonderful it is to have him." "Do you think that Tommy finds it comfortable to be regarded as a miracle," the counselor asked, "or might he prefer to be treated like the four-year-old boy he is?" Mrs. R. looked sober and replied that she had never thought of it that way.

The counselor then commented that Mrs. R. seemed to speak to and about Tommy as "baby," so perhaps Tommy believed that his parents wanted him to remain a baby. She added that all children both wish to keep on being a baby and to grow up, and that parents can do a great deal to encourage the child's wish to grow up.

How, Mrs. R. asked, do parents go about this? The counselor said that sometimes the parents' own feelings prevent them from being alert to the needs of their child. For example, she pointed out that

Mrs. R. herself had not realized until this discussion how very satisfying it had been to have Tommy remain the baby she had so much wanted.

But feelings change slowly, she continued, and it is useful to begin by taking some definite measures, even if small ones, to improve the situation. The parents might start to address their son as Tommy rather than as "baby," for instance. They might express confidence in his ability to do things such as dressing himself, helping mother with simple household tasks, etc. They could increase his sense of being enjoyed as a person if he had dinner with them and took part in some of the conversation. In these ways, the parents would be showing him how much they liked having a four-year-old son. Mrs. R. thought that she would like to try out some of these ideas.

Mr. and Mrs. R. came together for the next counseling session two weeks later. The father said that when his wife first told him of the counselor's suggestion that they might have wanted to keep Tommy a baby, he hadn't believed this was so. But when he returned from work the next evening and saw Tommy with a group of children, he realized that it was with a pang of regret that he thought to himself, "Why, he's a big boy!" Ruefully, he said that probably he had been trying to make up to himself for all he had missed of Tommy's infancy when he had refused to take a part in the care of his son.

The parents reported that Tommy seemed aware of their new attitude toward him and was pleased, but skeptical. When he was told that he was grown-up enough to eat with his parents, he had asked, "Do you mean it?" His mother had suggested that since he was having a regular dinner he might not need his bedtime bottle, but Tommy had not been ready to relinquish it and his mother had just commented that he could tell her when he didn't want her to fix it. He had gone on an errand for his mother and reported happily that a neighbor had said it must be a help to his

mother to have such a "fine grown-up boy."

Mrs. R. had found some of Tommy's efforts to help her irritating. It would have been so much quicker and easier to have done the things herself! The counselor asked whether it would not be possible to plan more carefully the things Tommy attempted so that her irritation would be less and he would not have to experience failure. Also, she might explain her decisions, briefly and simply, taking for granted Tommy's ability to understand and accept her reasons. Mrs. R. thought that she could do this.

When Tommy had been tucked into bed shortly after his father got home, Mr. R. had been able to read his newspaper at leisure. Now he talked to Tommy or played a game with him until dinner and at times he longed for his previous comfort. But he

realized that in the long run getting to be friends with his son would be more rewarding.

Mr. and Mrs. R. decided that they could proceed on their own with the new understanding which they had acquired. They agreed to call the counselor to report progress. Accordingly, Mrs. R. telephoned later saying that the R. family was making good progress. Tommy had returned to nursery school and the director and teachers were delighted with his increased independence and his happier contacts with the other children. Tommy rarely sucks his thumb now and although no effort was made to improve his babyish speech, it disappeared. He no longer wants a bottle at night and there is no bed wetting. Mrs. R. said that Tommy had seemed to grow taller rapidly "as if we had given him permission to grow up."

CSAA briefs

First "Bulletin" published

The first issue of the new *Parent Education Exchange Bulletin*, published by the Child Study Association of America, is off the press. Mrs. Lester Ohrbach has volunteered her services as Managing Editor.

A distinguished Board of Contributing Editors representing a wide cross-section, professionally and geographically, of parent education in the U.S.A. and Canada will assist in charting the course of this new publication.

CSAA affiliate of NSWA

The Child Study Association of America has become an affiliate of the National Social Welfare Assembly. This move is an outgrowth of the Association's increasing scope of working relations with agencies in the welfare and health field.

New council secretary

Mr. Whitman Knapp, a member of the Board of Directors of CSAA, has been elected Secretary of the Welfare and Health Council.

Director's activities

Dr. Gunnar Dybwad, CSAA Director, was elected a member of the Executive Committee of the Adult Education Association of the U.S.A. for a three-year term. He previously served as a member of AEA's Membership Committee.

Dr. Dybwad will also give the keynote address at the Workshop in Parent and Family Life Education of the Institute of Child Welfare of the University of Minnesota on September 17th. He will also address a dinner meeting at the Institute on September 18th.

On October 9th he will talk at a joint dinner meeting of the Association of Kindergarten Teachers and the Pre-School Association of Metropolitan Detroit.

Grant for CSAA library

Under a grant from the Eda K. Loeb Fund, the services of a professional librarian have been secured to reorganize the library of the Child Study Association of America. This collection of some 5000 volumes in the fields of child development, the family, and parent education has been termed outstanding by professional librarians.

Staff contributor to new book

Neurotic Interaction in Marriage, edited by Victor W. Eisenstein, M.D., will be published by Basic Books in September. Among the twenty-five contributors to this volume, which presents the most recent findings of psychoanalysis, clinical psychology, psychiatry, family case work and group therapy on the origins, diagnosis, and treatment of a broad range of marital problems is Gertrude Goller, Associate Director of CSSA's Department of Parent Group Work.

Child Study at conference

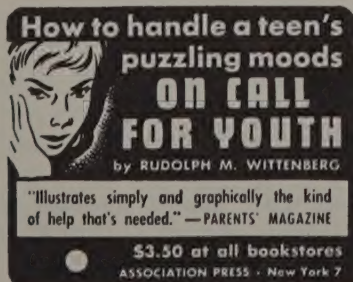
The Spring 1956 issue of *CHILD STUDY* with the topic "Children's Health: What Role Does Exercise Play?" was distributed by the Office of the Vice President of the United States to all participants at the President's Conference on Physical Fitness which convened at Annapolis on June 18th and 19th.

Faithful committee

The atmosphere gets rather hot in the CSAA's conference room on summer days, but every Thursday morning throughout the season a small, faithful group of the Children's Book Committee kept track of the rapidly increasing flow of children's books for fall publication. This Committee (whose early history is described on page 23) is undoubtedly one of the oldest continuous working volunteer committees in a national agency.

Participant in Workshop

Mrs. Aline B. Auerbach, Director of CSAA's Department of Parent Group Work, will participate in the program of the Parent Education Workshop of the Institute of Child Study of the University of Toronto, September 29th.



By the Director of

Shaker Village Work Camp

— READ —

WHEN YOUR CHILD DISLIKES WORK

By Jerome Count

How to AVOID FAMILY FRICTIONS over home chores and work. Includes 19 practical guides. How to help young people acquire good work habits and responsibility.

Send 50c in coin or check.

WORK EDUCATION FOUNDATION

P. O. Box, Pittsfield, Mass.

Index to Volume XXXIII

Issues are designated by the appropriate initials for Winter 1955-56, Spring, Summer, Fall 1956.

Every issue of *CHILD STUDY* is completely indexed in the Education Index.

Aaron, Harold, M.D. *Science Says*, Sp 42

Auerbach, Aline B., Josette Frank, and Anna W. M. Wolf. *Sidonie Matsner Gruenberg and the Child Study Association*, F 16

Bailey, Stephen K. *Moral Choice and Personal Commitment*, S 18

Book Lists. *Books of the Year for Children*, W 34; *Children's Books—About Today's World*, Sp 38; *Children's Books—For Summer Fun*, S 41; *Latin America in Books for Boys and Girls*, F 41, *New Books about Parenthood and Family Life*, Sp 35, S 39, F 38

Book Reviews. W 30, Sp 31, S 36, F 32

Bram, Joseph. *Physical Fitness and the Conflict of Values*, Sp 11.

Brooks, John J. "Phs. ed." and the Aim of the City School, Sp 22

Brown, Robert McAfee. *What Should—and Should Not—Be Expected of the Church*, S 24

CSAA Briefs. Sp 41, S 34, F 46

Callvert, Ronald S. *Prejudice: A Problem in Communication*, W 14

Camp That Works With Its Environment, A Henry S. Haskell, Sp 20

Candid Eye, The. Alan Gregg, M.D., S 16

Children's Books—About Today's World. Jean Fritz & Ruth Greenman, Sp 38

Children's Books—For Summer Fun. Eleanor Walker & Peggy Zorach, S 41

Child's Growth Toward Maturity, The. Peter B. Neubauer, M.D., S 34

Cohen, Nathan E. *The Contribution of Commun-*

- ity Agencies, S 11
- Conant, Edith W. *Why Do Foreign Observers Call Our Girls "Soft"?* Sp 25
- Contribution of Community Agencies, The. Nathan E. Cohen, S 11
- Contribution of the Home, The. Gladys Gardner Jenkins, S 3
- Contribution of the Schools, The. Victoria Wagner, S 7
- Dumont, Joan A. & George Stoopak. *Parents Report*, Sp 29
- Dybwad, Gunnar. *Parents' Ideals in a World of Shifting Values*, F 25
- Espenschiede, Anna. *The Many Meanings of Exercise*. Sp 15
- Exercise and Emotional Stability*. Mary O'Neil Hawkins, M.D., Sp 7
- Family's Stake in Desegregation*, The. Robert B. Johnson, W 4
- Fancies and Foibles in Child Care*. Sidonie Matsner Gruenberg & Benjamin C. Gruenberg, Sp 3
- Frank, Josette F., Aline B. Auerbach & Anna W.M. Wolf. *Sidonie Matsner Gruenberg and the Child Study Association*, F 16
- Frank, Lawrence K. *Is Parent Education Necessary?* F 10
- Fritz, Jean & Ruth Greenman. *Children's Books—About Today's World*, Sp 38
- From a Counselor's Notebook*. F 44
- Gilbert, Arthur. *Religious Faith—Barrier or Bridge Between People*, W 19
- Greenman, Ruth & Jean Fritz. *Children's Books—About Today's World*, Sp 38
- Greetings to S.M.G. Benjamin Spock, M.D., F 2
- Gregg, Alan, M.D. *The Candid Eye*, S 16
- Gruenberg, Sidonie M. and Benjamin C. *Fancies and Foibles in Child Care*, Sp 3
- Haskell, Henry S. *A Camp That Works With Its Environment*, Sp 20
- Hawkins, Mary O'Neil, M.D. *Exercise and Emotional Stability*, Sp 7
- How Prejudice Begins*. Margaret Morgan Lawrence, M.D., W 9
- Introduction: The Many Faces of Prejudice*. Otto Klineberg, M.D. W 2
- Is Parent Education Necessary?* Lawrence K. Frank, F 10
- Jenkins, Gladys Gardner. *The Contribution of the Home*, S 3
- Johnson, Robert B. *The Family's Stake in Desegregation*, W 4
- Klineberg, Otto, M.D. *Introduction: The Many Faces of Prejudice*, W 2
- Kubie, Lawrence S., M.D. *The Seeds of a New Spirit*, F 3
- Lawrence, Margaret Morgan, M.D. *How Prejudice Begins*, W 9
- Many Meanings of Exercise*, The. Anna Espenschiede, Sp 15
- Moral Choice and Personal Commitment*, Stephen K. Bailey, S 18
- Neubauer, Peter B., M.D. *The Child's Growth Toward Maturity*, S 31
- New Books about Parenthood & Family Life*, Sp 35, S 39, F 32
- Osborne, Ernest G. *What Is a Parent Educator?*, F 4
- Parents' Ideals in a World of Shifting Values*, Gunnar Dybwad, F 25
- Parents Report*. Joan A. Dumont & George Stoopak, Sp 29
- Parents Speaking*, W 25
- "Phys. ed." and the Aim of the City School*. John J. Brooks, Sp 22
- Physical Fitness and the Conflict of Values*. Joseph Bram, Sp 11
- Prejudice: a Problem in Communication*. Ronald S. Callvert, W 14
- Rolen, Marian. *Science Says*, W 27
- Science Says*. Harold Aaron, M.D., Sp 42; Marian Rolen, W 27
- Seeds of a New Spirit*, The. Lawrence S. Kubie, M.D., F 3
- Sidonie Matsner Gruenberg and the Child Study Association*. Aline B. Auerbach, Josette Frank & Anna W. M. Wolf, F 16
- Spock, Benjamin, M.D. *Greetings to S.M.G.*, F 0
- Stoopak, George & Joan A. Dumont. *Parents Report*, Sp 29
- Wagner, Victoria. *The Contribution of the Schools*, S 7
- Walker, Eleanor & Peggy Zorach. *Children's Books—for Summer Fun*, S 41
- Wanted: Responsible Individuals*, S 2
- What Is the Aim of Exercise?* Sp 2
- What is a Parent Educator?* Ernest G. Osborne, F 4
- What Should—and Should Not—Be Expected of the Church*, Robert McAfee Brown, S 24
- Why Do Foreign Observers Call Our Girls "Soft"?* Edith W. Conant, Sp 25
- Wolf, Anna W.M., Aline B. Auerbach & Josette Frank. *Sidonie Matsner Gruenberg and the Child Study Association*, F 16
- Zorach, Peggy & Eleanor Walker. *Children's Books—for Summer Fun*, S 41